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ABSTRACT

This guide is a compendium of activities for use with students in grades K-12 and adults that clearly depict how school-to-work concepts (including applied learning, career education, and work-based experiences) translate into classroom practice to support the New York State Learning Standards. The guide begins with an introduction that explains how educational practices were selected for inclusion in the guide. Presented next are the New York State Learning Standards for the following subject areas: English; the arts; health, physical education and family and consumer science; career development and occupational studies; languages other than English; mathematics, science, and technology; and social studies. Learning standards matrices are provided that detail the New York State Learning Standards addressed by each best practice. The remaining four sections contain descriptions of a total of 66 school-based, work-based, and connecting activities. Of those activities, 18 are intended for elementary school students, 14 are intended for middle school students, 30 are intended for high school students, and 4 are intended for adults. Also included is an index referencing all activities included in the "New York State School-to-Work Best Practice Guide" on the World Wide Web. (MN)

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ED 415 366

New York State

School to Work

RAISING STANDARDS IN NEW YORK STATE

Best Practices

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Office of Educational Research and Improvement
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School-to-Work Best Practices Guide

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Introduction

The New York State School-to-Work Best Practices Guide has been developed in response to numerous requests from educators to identify and share effective practices that illustrate the integration of School-to-Work concepts into classroom practice.

This guide is a compendium of activities K-adult that clearly depict how School-to-Work concepts, including applied learning, career education, and work-based experiences, translate into classroom practice to support the New York State Learning Standards. While varied in age level, length, and design, each best practice shares the common goal of preparing students to be successful in school, the workplace, and the community.

School-to-Work provides meaningful strategies for educators to assist *all* students to achieve high academic standards and workplace competencies as identified in the New York State Learning Standards. STW is an ideal mechanism for implementing the transition requirements of the Individuals with Disabilities Education Act (IDEA), whose purpose is to prepare students with disabilities for living and working in the community as adults. STW provides a broader opportunity for students with disabilities to receive services and programs in the least restrictive environment and whenever appropriate, with their nondisabled peers. School-to-Work experiences increase competence and confidence in *all* students as they make the transition from school to postsecondary education or a career.

A panel of reviewers (acknowledged on page ii) selected the best practices printed in this publication from all the program/activity summaries received within the established time period (March 10 through May 30, 1997). Best practices were solicited from model School-to-Work practitioners identified by the School-to-Work coordinators, the Two Year College Development staff, and members of the State Department of Education. Selections were based on relevancy to School-to-Work content, clarity of description, ease of replication, and appropriate attention to gender equity and special education issues.

Due to printing limitations, the activities and programs highlighted in this edition are only a portion of those received. Additional activities and programs can be found in the full **School-to-Work Best Practices Guide** available through the Department of Education homepage at **http://www.nysed.gov/workforce/stwbp.html**. Appropriate accommodations for students with disabilities can be ensured by enlisting special education teachers in developing and implementing School-to-Work opportunities. Needed accommodation strategies have been recognized by some schools and examples are included in this guide.

The information in this publication and in the full web document summarizes activity outlines provided by educators, community organization staff, and business representatives throughout the state describing what the individuals considered as their best practice. As information was provided by many different individuals, writing styles differ from page to page. In each best

practice, however, you will find a brief description of the program or activity, assessment strategies, suggested modifications, necessary materials and supplies, an indication of the time required, and the contributor's reflections. A contact person's name, address, and phone number have also been provided for your convenience in exploring a particular activity or program in more detail. For purposes of organization, the activities have been categorized by primary grade level and STW-type (school-based, work-based, or connecting activity). Many activities are applicable to other grade levels and incorporate elements of other STW categories, however. Readers are encouraged to browse all sections of the guide for ideas.

Sharing ideas fosters creative thinking. The publication of this guide encourages networking and sharing among educators across the state. Readers are encouraged to take these practices and mold them, develop them, and expand upon them to fit their own unique circumstances. This guide can help galvanize the STW initiative and make it part of every teacher's classroom.

The individuals whose efforts are reflected in the **School-to-Work Best Practices Guide** are applauded for their ongoing dedication and commitment to their profession in making good ideas available to their colleagues around the state.

New York State Learning Standards

New York State Learning Standards

Students will:

ENGLISH LANGUAGE ARTS (ELA)

1. read, write, listen, and speak for information and understanding.
2. read, write, listen, and speak for literary response and expression.
3. read, write, listen, and speak for critical analysis and evaluation.
4. read, write, listen, and speak for social interaction.

THE ARTS

1. actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.
2. be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
3. respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
4. develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

HEALTH, PHYSICAL EDUCATION, & FAMILY & CONSUMER SCIENCE (Health, PE, FCS)

1. have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
3. understand and be able to manage their personal and community resources.

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS)

1. be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
2. demonstrate how academic knowledge and skills are applied in the workplace and other settings.

3a. demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

3b. choose a career major and acquire career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

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LANGUAGE OTHER THAN ENGLISH (LOTE)

1. be able to use a language other than English for communication.
2. develop cross-cultural skills and understandings.

MATHEMATICS, SCIENCE, & TECHNOLOGY

1. use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. access, generate, process, and transfer information using appropriate technologies.
3. understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
4. understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
5. apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
6. understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
7. apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

SOCIAL STUDIES (SS)

1. use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
2. use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
3. use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, and global-including the distribution of people, places, and environments over the Earth's surface.
4. use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.
5. use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Learning Standards Matrices

(These matrices identify the New York State Learning Standards addressed by each Best Practice)

ELEMENTARY

Title/Page	*ELA*				*Arts*				*Health,PE, FCS*			*CDOS*				*LOTE*		*MST*							*SS*				
	1	2	3	4	1	2	3	4	1	2	3	1	2	3a	3b	1	2	1	2	3	4	5	6	7	1	2	3	4	5
SCHOOL-BASED ACTIVITIES																													
Alternative Learning Day, p17	√		√	√								√																	
Automotive Industry, p18	√		√	√					√	√	√	√	√	√				√	√	√	√	√	√	√	√			√	
Ben Cosor School Bank, p19	√		√	√																									
Ben Cosor School Store, p20	√		√	√																									
Card Connection, p21				√		√					√	√	√	√				√	√					√					
Feed the World 2, p22	√				√					√	√	√	√	√				√	√					√					
5th Grade Career Exploration After School Program, p23	√			√								√	√				√											√	
Junior Achievement, p24	√		√	√				√	√	√	√			√				√											
Making Attica Beautiful, p25	√			√								√	√	√															
Managing Diversity: The Condor Factory, p26	√		√	√				√		√	√	√	√	√				√		√	√	√	√	√	√	√	√	√	√
Microsociety /Multimedia, p27	√		√	√		√			√	√		√	√							√			√	√					
Take a Ride on the Career Train, p28	√		√	√	√	√			√	√		√	√	√			√	√	√	√		√	√	√			√	√	√
WORK-BASED ACTIVITIES																													
Commerce Plaza, p31	√		√	√	√	√			√	√		√	√	√				√	√	√		√	√	√				√	√
Mentoring & Precepting, p32	√		√	√				√	√	√		√	√	√			√		√			√		√				√	√

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Math Relevance, p35	√	√	√	√							√	√	√	√	√			√	√	√	√	√	√	√					
Project T.A.C.K, p36	√		√	√								√	√	√	√				√			√							
Publishing & Advertising, p37	√			√								√						√						√					
Freeport Maritime Project, p38	√	√	√	√								√	√							√	√	√					√		√

MIDDLE SCHOOL

Title/Page	*ELA*				*Arts*				*Health,PE, FCS*			*CDOS*				*LOTE*		*MST*							*SS*				
	1	2	3	4	1	2	3	4	1	2	3	1	2	3a	3b	1	2	1	2	3	4	5	6	7	1	2	3	4	5
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8th Grade Inegrated Career Unit, p42	√		√	√							√	√	√	√															
Electronic Career Portfolios, p43	√	√	√	√	√	√						√	√	√					√			√		√					
Experiential STW, p44	√		√	√		√					√	√	√	√	√		√	√	√				√	√					
Feed the World 6, p45	√		√		√					√	√	√	√	√				√											

Title/Page	*ELA*				*Arts*				*Health,PE, FCS*			*CDOS*				*LOTE*		*MST*							*SS*				
	1	2	3	4	1	2	3	4	1	2	3	1	2	3a	3b	1	2	1	2	3	4	5	6	7	1	2	3	4	5
It's Raining Careers in English, p46	√		√	√								√	√						√	√			√						
Junior Achievement, p47	√		√	√				√	√	√	√	√	√	√				√	√	√		√	√	√	√	√	√	√	√
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Service Learning, p58	√	√	√	√								√	√	√								√							√

HIGH SCHOOL

Title/Page	*ELA*				*Arts*				*Health,PE, FCS*			*CDOS*				*LOTE*		*MST*							*SS*				
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Engineering Design Technologies, p64	√											√	√	√	√			√	√	√	√	√	√	√					
Floating Coke, p65	√	√	√	√				√		√	√	√	√	√	√		√	√	√	√	√	√	√	√				√	
Hematology: Blood and Bone Marrow Diagnostics, p66	√	√	√	√					√	√		√	√	√	√	√		√	√		√	√	√	√					
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Environmental Technology, p78	√	√	√	√						√	√	√	√	√				√	√	√	√	√	√	√					√
Making a Difference, p79	√			√				√		√	√	√	√	√			√			√		√		√				√	
Mall-based H.S., p80	√	√	√	√								√	√	√	√														
Modelmaking Internship, p81	√		√	√								√	√	√	√			√	√	√	√	√	√	√					
New Visions: Health Professions, p82	√		√	√								√	√	√	√				√					√	√	√	√	√	√
NYSEG/Depew Partnership, p83												√	√	√															
Pine Bush Work Experience, p84	√	√									√								√			√		√					
Partnership w/Aquarium, p85	√	√	√		√							√	√	√	√			√	√	√	√	√		√			√		
Food Industry Internship, p86	√	√	√	√						√	√	√	√	√	√														
Pre-Teaching Academy, p87	√		√	√								√	√	√	√				√	√					√				
Youth Apprenticeship, p88	√	√	√	√								√	√	√	√				√	√		√		√					
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Neighborhood Youth Employment Program,p92												√		√															

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Student Association, p93																													
Career Major Breakfast, p94	√	√	√	√	√			√			√	√	√	√	√			√	√			√		√	√	√	√		

ADULT

Title	*ELA*				*Arts*				*Health ,PE, FCS*			*CDOS*				*LOTE*		*MST*							*SS*				
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SCHOOL-BASED ACTIVITIES																													
Activating Potential for Success, p97	√		√	√							√	√	√											√					√
Workers Now, Sales Associate Training, p98	√		√	√								√	√	√	√														
WORK-BASED ACTIVITIES																													
CD ROM Development Project, p101	√		√	√	√	√	√			√	√	√	√	√				√	√			√	√	√			√	√	√
CONNECTING ACTIVITIES																													
Mentoring for the Next Millenium, p105	√		√	√								√	√	√			√												

Elementary
School-Based Activities

Alternative Learning Day

Elementary/School-Based, Connecting Activity

Description:

Professionals, business representatives, and community members are invited to make brief presentations and answer questions about their career fields. Students are asked to choose seven career areas of interest from a list and then participate in three informational sessions each lasting between 35 and 45 minutes. Students are encouraged to ask presenters questions.

A team or committee schedules students according to their choices. During the presentations, teachers should be accessible to presenters for supervision if needed.

Assessment Tools & Techniques:

- Students were given an evaluation tool (on paper) to engage them in critical thinking skills.
- The K-2 students illustrate their favorite career and generate a sentence.
- Grade 3-5 students were given a survey, evaluate their careers, and write an essay explaining their reasons.

Instructional/Environmental Modifications:

Presenters need to know the grade levels they will be working with in order to prepare their presentation to fit their audience. Grades K-2 tend to learn more with "hands-on" approaches. Physical modifications are based upon what the presenters need to operate. Some presenters prefer open spaces or traditional classroom settings.

Time Required:

Planning should commence at the beginning of the school year. Presenters need to commit to the program at least one month prior to the Alternative Learning Day. Scheduling all students takes the most time, especially having to log in all students' names and place them in their careers of choice. The actual activity lasts one full day.

Reflections:

This project enables children of all abilities and backgrounds to view their own community as an area rich with opportunities. Allowing children to contribute to the decision making by having them self-select their career choices makes them invested in the activities. The project provides students with a hands-on experience, one which they will remember for a long time. Also, it creates sharing of information between the community and school. Presenters bring their knowledge and expertise and share it with children. In addition, presenters learn from the experience. They are exposed to the wide diversity of abilities in their sessions, to which teachers are exposed daily.

For more information contact:

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Learning Standards:
ELA #1, 3, 4
CDOS #1

Automotive Industry: Yesterday, Today, Tomorrow

Elementary/School-Based Activity

Description:

In this project, students complete a time line of automotive history noting reasons for technological improvements and the jobs generated because of new technology, brainstorm all related careers and research job responsibilities and skills needed, and learn about Henry Ford and assembly line production. Working in groups of 3, students then form companies to make products using an assembly line. They generate job applications and a list of skills needed and interview classmates for positions. Products are made and advantages and disadvantages of assembly lines are discussed, e.g., quality control, cost. Students design cars of the future and write business letters to seek information from specialists. The project is designed to target career and technology curriculum components.

The teacher provides materials for research, assists with reading (students are learning disabled), provides materials requested by the students, gives purchase assistance, confers with student company supervisors, coaches students etc. The students compare autos at various stages of history, research careers and the associated skills and responsibilities, compare types of power, identify technological advances and reasons, design future cars, write letters, purchase supplies, and work on at least one line.

Assessment Tools & Techniques:

- Observation of student ability to research, plan, design, schedule, problem solve, collaborate, negotiate, reflect, communicate, work as a team.
- Assess ability to operate at all six levels of Bloom's taxonomy.
- Rating scales (used by student, team members, teacher).
- Checklists of completed project components, photographs of assembly line production, completed car design and description.

Instructional/Environmental Modifications:

The classroom setting is changed to accommodate assembly line production and a personnel office. Instructional modifications allow for necessary group work. Students form production teams and have production meetings. The student company supervisor demonstrates responsibility for the employees.

Materials:

Students find/develop sample application forms, company development guidelines, research materials, newspaper ads, time lines, and materials and supplies that are needed for each company product. The teacher provides a video "Cars, Cars, Cars" (a technology video segment on cars of the future), addresses for CAD specialists, and reference materials.

Time Required:

This project requires approximately 1-2 hours per day utilizing all curricular areas for 3 weeks. Pre-planning time is about 3 hours each week. Assessment is ongoing and part of each day's activities.

Reflections:

Students are highly motivated when activities are engaging. Keying off a high interest in cars, they enjoyed the formation of companies and the freedom to decide on what product to make. If possible field trips or job shadowing to dealerships, insurance agents, car rentals, car washes etc. would all enhance this activity immensely. Guest presenters would also enhance the activity. Internet access would allow communication with CAD specialists. All students, especially those with disabilities, need opportunities like this that encourage active participation in all aspects of the learning experience. This activity develops critical thinking skills and promotes use of the SCANS skills.

For more information contact:
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Learning Standards:

ELA #1, 3, 4	**MST #1, 2, 3, 4, 5, 6, 7**
CDOS #1, 2, 3a	**SS #1, 4**

Benjamin Cosor Elementary School Bank

Elementary/School-Based, Work-Based Activity

Description:

Fifth grade students operate a passbook savings (deposit only) school bank. This enterprise is a partnership between the school and the local branch of Ellenville National Bank. Students are trained as customer service representatives (CSRs) and bank tellers. All students in grades K-6 have the opportunity to open a bank account. Each morning, students come down to the customer service desk and either obtain an application, turn in completed paper work, or request their passbook to make a deposit. CSRs assist customers by typing up applications, typing signature cards, and by completing deposit slips. Tellers enter the deposit on the teller machine and on the savings posting machine which enters the deposit in the student's passbook.

Several areas of curriculum are enhanced by this work experience. First, is the area of written and oral language. Students must communicate orally in order to convey the information necessary in beginning an account. Also, students must utilize their writing and typing skills in order to fill out the proper paperwork for a new account. Math skills are also used. Student must use their command of the number system in order to properly add up and fill out deposit slips as well as the enter amounts in the teller machines and cash out at the end of their shift.

The advisor and representative from Ellenville National Bank oversee daily operations and troubleshoot any problems that arise each day. Additionally, the teacher is involved in scheduling and monitoring students as well as forwarding proper paperwork to students and staff. The employee from the bank is also involved in helping students prove out their machines and takes the daily receipts to the bank.

Assessment Tools & Techniques:

- Teacher observation.
- Bank representative observation.
- Student ability to arrive on time.
- Accuracy of cash drawer.
- Accuracy of paperwork.

Instructional/Environmental Modifications:

The fifth grade students and teachers both received training for this project. Teachers spent a half day training on the teller and posting machines with bank employees. Ten students were chosen as tellers and ten as customer service representatives. Each group received two days of training in their area.

Materials:

Necessary materials were generously donated by Ellenville National bank. They supplied the necessary paperwork and machines. The teacher provided a table and rolling cart from the classroom and a typewriter was donated as well.

Time Required:

The initial planning for our bank took almost a year.

The bank operates daily from 8:45-9:15. This requires the teacher and students to arrive by 8:30 and return to class at approximately 9:30.

Reflections:

This has been an exciting activity for the school. The fifth grade employees are learning valuable work skills and the school population benefits from the experience of having a bank account. The money management skills that they are learning at this young age are priceless.

The bank is permanently built into a front alcove of our school. The permanence of our simulation reflects scholarship in the area of School-to-Work. The simulation runs itself with minimal supervision. The benefits of this program go beyond the school environment, providing the banking community with viable future employees, as well as customers.

For more information contact:

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Cosor Elementary School
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Fallsburg, NY 12733
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Learning Standards:

ELA #1, 3, 4	**CDOS #1, 2, 3a**
Health, PE, FCS # 3	**MST #1, 2, 7**

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Benjamin Cosor Elementary School Store

Upper Elementary-Middle School/School-Based Activity

Description:

Sixth grade students run a school supply store. Students run the cash register, order supplies, stock shelves, monitor and service customers, count money, and prepare deposit slips. The store is equipped with necessary school supplies such as pens, pencils, notebooks, folders, rulers, crayons, etc. The store is built into alcoves in the front hallway of our elementary school building.

This activity is connected to the curriculum primarily in the area of math. Students use their math skills to calculate, total, and count back change. Additionally, the store accountants use their math skills to count daily totals, separate a starting bank, and calculate deposit slips.

Another area touched upon is language arts. Students need to use their verbal skills to elicit orders and deal with customers. Finally, students need to utilize their cooperative and social skills throughout their work experience.

Students have several roles and responsibilities as school store employees. Students work as cashiers, security guards, inventory clerks, shelf stockers, cleaners, and accountants.

The teacher or advisor oversees the opening, closing, and operation of the store. Particularly, the teacher plays a key advisory role to the student dealing with bank deposits and ordering inventory. Additional duties include scheduling, training, and monitoring students while they are employees. The teacher also keeps track of the store checkbook.

In order to be successful in this simulation, students need to have good math, social, and interpersonal skills, and show a level of responsibility in arriving early on the days they work. On the days a student works, they must arrive at school before their regular school bus. This requirement puts the responsibility on the children and teaches the value of commitment.

Assessment Tools & Techniques:

- Teacher observation.
- Student ability to arrive on time.
- Accuracy of cash drawer.

Instructional/Environmental Modifications:

Training of store employees takes place in one afternoon outside of class.

Materials:

- Cash register with running tape.
- Inventory ordered from school supply catalogs.
- Inventory sheets.

Time Required:

The initial planning for our store took almost a year.

The store operates daily from 8:45-9:15. This requires the teacher and students to arrive by 8:30 and return to class at approximately 9:30. The store accountants come in after lunch to count up the daily totals and prepare bank deposits. The teacher's time involves ordering supplies, keeping records, making schedules, and making bank deposits.

Reflections:

This has been an exciting activity for the school. The sixth grade employees are learning invaluable skills and the school population benefits from the availability of school supplies.

The permanence of our simulation reflects scholarship in the area of School-to-Work. Many students' first jobs will be in a grocery or retail store. This work experience will hone their interpersonal and money management skills at a young age, enhancing their success in future jobs.

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Learning Standards:
ELA #1, 3, 4
Health, PE, FCS # 3
CDOS #1, 2, 3a
MST #1, 2, 7

Card Connection: Business for Children

Elementary, Middle School/School-Based Activity

Description:

The Card Connection project is designed to give students experience with job skills such as filling out an employment application, interviewing for a job, designing and manufacturing original greeting cards, doing market research, setting prices, selling cards, keeping records, maintaining time cards, handling money, writing checks and receipts, and communicating with customers and other businesses.

Students are introduced to the three departments: production, sales and marketing, and accounting. Students apply for a job in the department that best suits their abilities and interests. Students are trained for their jobs. They conduct market research to decide what types of cards to produce. The production staff designs and prints the cards. The marketing department advertises and is trained to sell the cards. The accountants learn to handle the receipts, count the money, deposit it in the bank, and pay the bills.

During this activity, students learn mathematics including decimals, problem-solving strategies, to write business letters, to speak to customers, and to work with others as a team. Economics topics learned include scarcity, opportunity cost, supply and demand, budgeting, banking, deposits, withdrawals, and paying bills.

Assessment Tools & Techniques:

- Student interviews.
- Pre and Post project economics education assessment for upper grade students.
- Student portfolios and learning journals are maintained and reviewed.
- Parent feedback and comments.

Instructional/Environmental Modifications:

The project has been modified to suit special education classes, bilingual classes as young as first grade, and middle school classes.

Time Required:

The project takes from ten weeks to a full term to implement.

Reflections:

This activity has been implemented by over twenty teachers in New York City with great success. Students, parents, and teachers are extremely enthusiastic about the Card Connection Project. The project works with LEP students, special education students, elementary and middle school students.

The project has been evaluated by a team of doctoral students from New York University. As a result of this evaluation, an annual Card Connection newsletter will be published and distributed so that teachers and students from around the city can network and share their successes in connecting this School-to-Work program with the mandated NYS curriculum frameworks.

For more information contact:

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Learning Standards:
ELA #4
LOTE #2
Arts #2
CDOS #1, 2
SS #4

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Feed the World-Grade 2

Elementary/School-Based Activity

Description:

This School-to-Work unit integrates academic knowledge about health and nutrition with social issues about solving world hunger problems. It leads children to explore the complex nature of producing, manufacturing, supplying, and consuming food. Woven through the unit are explicit performance indicators and tasks to promote the development of the Essential Skills and Dispositions in the Standards for Learning, Career Development and Occupational Studies.

Students make a "pledge chart" agreeing to bring healthy snacks to school. The chart will be illustrated with cut-outs from the four basic food groups. A "mini-pledge" goes home to parents as a reminder of the goal of healthy eating. Arrangements are made to have the school nurse, a dentist, and the physical education teacher visit the class to promote the benefits of good nutrition. The school cafeteria and food service workers provide another context for student learning. Field trips are taken to local eateries to focus attention on jobs available in food service.

Students review the benefits of eating healthy foods in group activities. Students keep a log for one week of foods they eat for breakfast. Then they keep a log of foods they eat for lunch another week, followed by a log for a week of food they eat for dinner. These logs are synthesized into a number of "good eating" models.

Students invite the school dietician to participate in a discussion of HOW the foods are chosen for a week's menus. They brainstorm a list of questions to ask their parents about how meals are planned.

Students compile a list of ideas to the question WHERE in our community besides home and school do we go to eat? They select several places for field trips. Students brainstorm a list of people they might talk to at local eateries and what kinds of questions they might ask. They interview those who plan menus, prepare the food, and serve it.

Assessment Tools & Techniques:

- Assessment of writing (letters, notes) for accuracy (reports), for ability to develop clear questions (interview).
- Teacher observations of participation in discussions, brainstorming, interviewing.
- Assessment of student ability to carry through a task (keeping logs), communicate with parents (field trip help, logs, healthy snacks)
- Accuracy of identification of food groups and identification of common elements of each.

Instructional /Environmental Modifications:

Changing classroom displays of stories and pictures of good health.

Time Required:

One week of daily work is required for the focused log. Two days of brainstorming and preparation for the field trips are needed. 10-15 minute discussions occur several times per week throughout the school year.

Reflections:

This piece is part of an integrated, multi-level (K-8) unit that unfolds across the grade levels in a logical sequence. The units at each grade level gradually move the students from looking at hunger as a personal issue to one of global importance. Students progress from making home, classroom, and school connections outward to exploring jobs in the community, region, nation, and the world. They look at jobs and careers in food production, supply, service, research, communications, government policy, and philanthropic and institutional problem solving.

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Learning Standards:

ELA #1	**CDOS #3a**	**MST #1**
Arts #1	**Health, PE, FCS #2, 3**	

5th Grade Career Exploration After-School Program

Elementary/School-Based Activity

by

Ms. Jackson, Mr. Mengestu, Ms. Cortes

Description:

At P.S. 30, 5th grade students are staying after school to take part in an interdisciplinary careers program that focuses on career exploration and hands-on activities which connect academic learning to workplace issues. For example, students re-create situations that could occur at a worksite. They role-play the following: employees accused of stealing, asking for a raise, leaving early, coming in late. Students are given 5 minutes to act out each role. For these activities, students take turns acting, brainstorming different situations, and discussing what they would have done differently in each situation. Students also write resumes or make flyers which advertise their talents. They do mock interviews and learn how to read the classified ads for jobs.

Students use library resources to do research about jobs. They take a field trip to the NY Jobs and Career Center to participate in videotaped work simulations and use computers to find career information.

Students are engaged in reading and writing, thereby improving their skills in Language Arts, Science, and the Arts. They demonstrate how academic skills are applied in the workplace and work on mastery of foundation skills including basic skills, thinking skills, and interpersonal skills.

Students write compositions about their future and read books about different jobs. They learn, through activities, how work relates to the needs and functions of society.

Assessment Tools & Techniques:

- Teacher Observation.
- Group Discussion.
- Written Reports.
- Student Portfolios.

Instructional/Environmental Modifications:

Career materials and information are displayed in the classroom. Workplace exhibits, such as job applications are posted on the walls.

Materials:

Teachers and students use a curriculum called *School to Careers Classroom Manual*, by Ready for School, Ready for Work for grades 4-5. This is an interdisciplinary curriculum which includes 6 workbooks with career activities. Each workbook is filled with curriculum activities which relate to core subjects including art, music, health, physical education, social studies, science, language arts, and mathematics. Students use additional materials to facilitate activities, such as used magazines (Family Circle) and newspapers to view pictures of people at work. Students cut out pictures and write summaries of what is happening in the pictures.

Time Required:

Planning: 2 hours per week.
Implementation: After-school meetings for 3 hours, 2 days per week.

Reflections:

Through planned activities, students participated in cooperative learning and sharing. They even planned some of the activities in which they were involved. Students learn the skills needed to interact with others and gain awareness of the benefits of educational achievement. We would like to integrate the Ready-for-School, Ready-for-Work curriculum into every grade level at P.S. 30.

For more information contact:

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South Bronx Partnership for Career Exploration
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Bronx, NY 10456
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Learning Standards:
ELA #1, 4
CDOS #1, 2, 3a

Junior Achievement of Rochester, NY Area, Inc.

Elementary/School-Based Activity

Description:
The Junior Achievement curriculum grades K-12 is taught in schools throughout Monroe County by community volunteers. Its objective is to acquaint students with career options in their community and to develop workforce skills by means of engaging activities.

At the elementary level, a trained volunteer works with students for five weeks. The volunteer serves as a role model and engages the students by demonstrating the connection between school and work and stressing the necessity of communication, problem-solving, decision-making, and quality production skills for success in work and life.

In each lesson there are opportunities to connect language arts, math, science, social studies, and other curricular foci (art, music, foreign language, health) to skill development and workplace learning. The elementary program has a social studies context and moves through the topics listed below:

Kindergarten: Ourselves
Grade 1: Our Families
Grade 2: Our Community
Grade 3: Our City
Grade 4: Our Region
Grade 5: Our Nation
Grade 6: Our World

Assessment Tools & Techniques:
- Pre/post tests are used to measure understanding of the concepts.
- Evaluations and survey of participants give data on skills learned, used, and transferred.

Instructional/Environmental Modifications:
Alternative activities are offered in curriculum to address the needs of special learners and to address multiple intelligences.

Materials:
Each curriculum has its own kit with materials for 30 students, manual for volunteers, and manual for teacher. Junior Achievement materials are copyrighted and program participation is fee-based.

Time Required:
Planning for the class presentations includes a two-hour training on the specific Junior Achievement curriculum, child development stages, and classroom management on the part of the volunteer consultant as well as 30-45 minutes to prep for each lesson.

Elementary lessons are five 40-minute weekly lessons.

Reflections:
Junior Achievement helps teachers make connections with local business, learn about the jobs in their area, and understand the skills students need to succeed in the workplace.

Lessons facilitated by Junior Achievement volunteers are easily built upon by the classroom teacher. Connections can be made to all disciplines.

For more information contact:
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Dorothy R. Pecoraro, Vice President of Programs
Junior Achievement
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Learning Standards:

ELA #1, 3, 4	**Arts #4**
Health, PE, FCS #1, 2, 3	
CDOS #1, 2, 3a	**LOTE #2**
MST #1, 2, 3, 5, 6, 7	**SS #1, 2, 3, 4, 5**

Making Attica Beautiful - School/Community Planting

Elementary/School-Based, Connecting Activity

Description:

For the activity, students were divided into cooperative groups to plant and care for seeds. In groups, students monitored the growth (keeping measurements) and kept a journal. Comparisons were made in regard to the cost of growing a plant to purchasing a plant. Students followed teacher directions for planting and daily care of plants and measured, observed, and recorded results in journals. The groups also decided on the location to transplant in the community.

This project ties instruction directly to grade 4 science and math curriculum (plant life, stages of growth, math problem solving, measurement, estimation, computation, etc.) and language arts (listening, speaking, reading, writing). To be successful, students need to know basic units of measurement tools, addition, subtraction, multiplication, and division as well as have basic writing skills.

Assessment Tools & Techniques:

- Observation.
- Group/peer discussion.
- Rubric for journals.
- Checklist for group evaluation.
- Photographs.
- Videotapes.

Instructional/Environmental Modifications:

Instructional - Learning Disabled students used calculators and worked with partners.

Physical - Arrangements were made for 200 plants to be placed in a window area where they would receive necessary sunlight.

Materials:

Students:

- Planting supplies: seeds, seed starter, jiffy pots, watering containers, rulers, clipboards, measuring devices, climbing sticks, journals, pencils.

Teacher:

- Resource material on types of plants and conditions for growth.
- Camera, camcorder, tapes.

Time Required:

Planning: ½ day.
Implementation: 1 ½ hours at start, daily 20 minute visits (1 ½ hrs.), transplanting 1 hour.
Assessment: 15 minutes daily (to observe students and journals).

Reflections:

This was a very involved project for the students. They took great pride in their work and valued the experience. They learned a great deal about the business aspect of plants and running a store. The project was easily integrated into the class curriculum. More could be done to address CDOS by comparing to other businesses, involving more speakers, etc.

For more information contact:

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Attica, NY 14011
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Learning Standards:
ELA #1, 4
CDOS #1, 2
MST #3, 6, 7

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Managing Diversity in STW Transitions: The Condor Factory

Multi-age/School Based Activity

by

Thomas Golden and Diana Straut

Description:

The Condor factory is a self-managed work team simulation designed to create an awareness of diversity in school to work transition and explore the behavior, norm, and assumptions that support or hinder inclusive workplace structures. The simulation requires that students demonstrate many competencies identified in the SCANS report as necessary "workplace know how": Interpersonal, Systems, Basic Skills, and Thinking Skills.

The teacher introduces the exercise and explains to students that the classroom has become a factory that is responsible for producing "Condors"- a very popular model of airplane. The skills students believe they will need are discussed. Working in teams of 5-7 students, their task is now to complete and deliver as many Condors as possible. (Deliver means accepted by Quality Control). The teacher demonstrates how the Condor is made. Each team must decide how they will get the work done. The teacher circulates as the consumer and decides if the Condor is a quality product worth purchasing.

Assessment Tools & Techniques:

Students' self-assessment questions include: What worked well on your team? What was challenging? How were the tasks divided? What different abilities were present? How did you help each other? Did any teams change their production systems after starting and why? What did you learn?

Visible assessment - How well are students communicating? What creative solutions evolved? What problem-solving techniques did students employ?

Instructional/Environmental Modifications:

Suggested instructional modifications: The detail of construction and specifications can be made more complex or simpler depending on student abilities. Discussion about workplace issues can be expanded or simplified (for instance labor history, changing demographics, etc.) Teachers may want to talk to students with disabilities beforehand to accommodate them. Teachers also may want to approach a few students and ask them to work with a disability such as keeping their dominant hand in their pocket. This requires important follow-up discussion with the group about how the student felt, communicated, and was supported in this activity.

Environmental Modifications: Setup requires small clusters of desks or tables. Create a central location where a materials handler will deliver the finished product for Quality Inspection.

Materials:

Standard sized paper (100 sheets for 25 students), paper clips, scissors, ruler, pencil, tape (optional), markers (optional).

Time Required:

Planning: 30-45 minutes (gathering materials, planning discussion questions).

Implementation and assessment: At least 1 hour (could be expanded into a much longer block).

Reflections:

This activity can be done with many different levels of learners. It models many of the conditions and skills that students encounter in school and on the job. The activity is powerful in that so many skills are required to get the job done and very often the focus gets turned to the task, without consideration of human need and ability. Accommodating the many different abilities that students and employees bring to tasks is an important message. The learning that emerges can be applied to any task students undertake.

For more information contact:

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Ithaca, NY 14853
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Learning Standards:

ELA #1, 3, 4	**LOTE #2**
Arts #4	**CDOS #1, 2, 3a**
MST #1, 3, 5, 6, 7	**SS #4**
Health, PE, FCS # 2, 3	

Microsociety and Multimedia

Elementary/School-Based, Connecting Activity

by

Richie Schecter, Carol Varsalona, Linda Weiss

Description:

With community studies as its focus, Archer Street Microsociety and Multimedia School has developed a mini-community of its own, Archerville, with enterprises that mirror those of the "real world." Through a collaboration with the Freeport Post Office, a school-wide Wee Deliver postal system was initiated as Archerville's first business venture in December of 1994. Since then, Archer Street has celebrated the opening of 32 businesses that encompass five sectors of the community: financial, commercial, communications, cultural, and community service. Included in these sectors are such establishments as a banking center, the Kids' Mart store, Sweet Scents, Inc., Archerville Medical Center, and a historical society and museum.

Integrating Archerville into the curriculum is a task undertaken by all of the staff. Active learning is ongoing. As you walk down the streets of Archerville you become aware of a community in action. Postal workers pick up and deliver the mail. Bankers cash checks and make deposits in the vaults, while accountants record the weekly profits in their business ledgers. Young managers develop their interpersonal and marketing skills as they oversee various businesses. Health care workers run a triage center and publishers sharpen their writing and editing skills. The payroll department is constantly busy, calculating wages and taxes for the 650 Archerville employees.

All grades are involved in the development of content area learning. The garden center enriches the learning of science, while the financial centers key in on math. Working with the Freeport Historical Society, the Archerville Historical Society has developed mini-museums which highlight various aspects of the social studies curriculum on a local, state, and national level. The SCANS foundation skills are integrated into every business. The multimedia component enhances the children's awareness of community life via publishing and broadcasting centers.

Assessment Tools & Techniques:

- Teacher and young manager observation.
- Group brainstorming and problem solving.
- Business specific tools i.e., payroll checks, business videos, advertisements.

Instructional/Environmental Modifications:

Each teacher integrates running the classroom business into the curriculum as part of the daily routine after content work is covered or as the outcome of lessons.

Materials:

Job applications, employee photo I.D. badges, Archerville money, and business specific tools and equipment i.e., mailbags, cash registers.

Time Required:

Planning for the Archerville school-wide community studies programs occurred over a three-year period.

Reflections:

One of Archerville's parent supervisors, commenting on how to measure the success of the program was quoted in the local newspaper, "Go there. Parents only have to go to the school once to see the children smile. You see how kids are reacting. It's beautiful. I didn't have this when I was going to school. The value is teaching children how to rely on their own ingenuity."

Archerville has been recognized in a national STW publication as a model program.

For more information contact:

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Freeport, NY 11520
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Learning Standards:	
ELA #1, 3, 4	**Arts #1, 2**
Health, PE, FCS #1, 2, 3	
CDOS #1, 2, 3a	**LOTE #2**
MST # 1, 2, 3, 5, 6, 7	**SS # 3, 4, 5**

Take A Ride on the Career Train

Elementary/School-Based, Connecting Activity

by

Betty Ann Kramer, Carol Varsalona, Arlene Easter, Leslie Maple, Bobbi Paulik, and Linda Weiss

Description:

The Archer St. Microsociety and Multimedia School opened as a magnet school on September 27, 1996 with a Career Awareness Day program. The components of the program were: a 2-hour live local radio talk show, an opening ceremony, 30-station career fair, 18 modes of career-related transportation in a vehicle fair, a tour of a district carpentry shop, a luncheon hosted by a local business, and 56 presenters involved in "Show and Tell Job Talks."

This opening celebration was named "Take A Ride on the Career Train." An in-house curriculum team designed a curriculum guide of pre and post activities. Students engaged in one week of curriculum-embedded, career awareness pre-activities, the career awareness day program, and follow-up activities. At the Career Awareness Day program, the children took part in all aspects: vehicle and career fair and "show and tell job talks."

Assessment Tools & Techniques:

Tools: response logs, advertisements, business videos, photographs, community bulletin board, museum exhibits, art work, newspapers, checklists, and letters.

Techniques: teacher observation, interviewing, reflecting, comparing and contrasting professions, and group discussion.

Instructional/Environmental Modifications:

As this was an event, blocks of time were scheduled for each activity. The physical plant of the school was transformed into a visual extravaganza of career-related items. The front lawn was the backdrop for the opening parade and ceremony. The gym held the 30-station career fair. The front hallway was the site for the radio show. The library was the reception area. The playground was the site for the vehicle fair. Every nook was transformed into a piece of the "real world".

Materials:

Students were given art supplies and magazines to create career-related advertisements, posters, collages, and murals to reflect the career awareness theme.

Time Required:

4 months were needed to plan this event. Target dates were set up for each phase of the career awareness project.

Reflections:

The Career Train program was well-received by the faculty, student population, and PTA. It received the highest marks on the teacher survey. The uniqueness of the program was that it incorporated many facets of a good career awareness program with a solid curriculum base. The Career Day received acclaim on a local level. Nassau County STC Partnership showcased the event in their November issue of *The Road Ahead*. Workshops on this program have been presented to the Nassau County STC Partnership members and NYS STW Coordinators/Directors.

For more information contact:

Carol Varsalona
Archer St. Microsociety and Multimedia School
255 Archer St.
Freeport, NY 11520
(516) 867-5250

Learning Standards:

ELA #1, 3, 4	**Arts #1, 2**
Health, PE, FCS #1, 2	**CDOS #1, 2, 3a**
LOTE #2	**MST # 2, 5, 7**
SS # 4, 5	

Elementary
Work-Based Activities

Commerce Plaza Curriculum

Elementary/School-Based, Work-Based, Connecting Activity

Description:

Commerce Plaza Curriculum is a comprehensive kindergarten through fifth grade economics education program which introduces children to the free enterprise system. In addition to economics being taught, the children are reading job responsibilities, writing checks and articles, and doing math by keeping an accurate checkbook register. Socially, children are learning the importance of teamwork, sharing, and helping each other operate a business as well as improving their self-esteem and confidence through the successful accomplishment of these tasks.

Eleven objectives are taught through appropriate activities to develop mastery of the stated objectives (goods, services, needs, wants, producer, etc.) The culminating activity occurs in grade 5, when students actively participate in a business simulation at the Commerce Plaza site.

Assessment Tools & Techniques:

- Observation.
- Group discussion.
- Writing assignments including advertisements and journal writings.
- Projects.
- Drama.
- Rubrics.
- Rating scales.
- Checklists.
- Multiple choice assessments.
- Portfolio.

Instructional/Environmental Modifications:

- At least one bulletin board to display flow charts, children's work, etc. is needed.
- The establishment of the Commerce Plaza site used in business simulations.

Materials:

Grades one through five:

- Bibliography.
- Videos.
- CD-ROM Programs.
- Worksheets, transparencies, time lines.

Time Required:

Grades one through four: approximately 5 weeks.

Grade five: 8-week program before going to the Commerce Plaza.

Reflections:

Commerce Plaza Curriculum has been designed to promote student understanding of the free enterprise system. Children develop an understanding of local business, the interdependence of producers and consumers, the need for monetary exchange, and economic choices regarding time, money, and material resources; apply knowledge of K-5 economical concepts in a business simulation; and demonstrate a positive attitude toward the free enterprise system.

The site visit is planned for the fifth grade and The Commerce Plaza site is currently in the planning stage. The K-5 curriculum is currently available at the cost of printing.

For more information contact:

Mark Wenzel, Project Manager
The Partnership for Change
30 Broadway, 2nd Floor
Massapequa, NY 11758
(516) 799-3578

Learning Standards:
ELA #1, 3, 4
Arts #1, 2
Health, PE, FCS #2, 3
CDOS 1, 2, 3a
MST #1, 2, 3, 5, 6, 7
SS #4, 5

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Mentoring and Precepting

Elementary, Middle School/Work-Based, School-Based ,Connecting Activity

Description:

This program uses mentoring and precepting as students learn science, math, and language skills (and SCANS skills) at a worksite and return to their classroom to teach the materials to their peers. Students are matched one-on-one with worksite mentors based at sites including University of Rochester Medical Center, Highland Hospital, Genesee Hospital, Frontier Corporation, and others.

After determining student interest in the program, the teacher contacts mentoring sites and determines the number of mentors available. Students are then selected for the slots based on teacher criteria. Parental consent is secured. Parents and the student meet with school officials and later with the employer at the worksite, so the parents see where the child is being placed and learn what they will be doing.

A schedule for the students to meet with their mentor is established. Students are responsible for writing about their monthly experience (which is published in a class newspaper). Students sell the class newspaper for $.50 a copy and earn a commission on the sales and royalties. An oral presentation is also required.

Mentors have a minimum of a one-year commitment to the program.

Assessment Tools & Techniques:

- Student written reports/published articles.
- Oral and videotaped reports.
- Student evaluations & mentor evaluations.
- Parent assessments & teacher evaluations.
- Standardized test scores.

Instructional/Environmental Modifications:

Very few needed.

Materials:

- Journals.
- Computer for report writing, printer, paper.
- TV, VCR, camcorder.

Time Required:

Students and mentors commit to meet at least once per month for one year. Some students have gone to the worksite more than once per month. Some students have had the same mentor through middle and high school . The visits are usually two hours each and summer is included. The planning time occurs mostly in the fall and takes about 40-60 hours. Assessment takes 10 hours.

Reflections:

Through participation in this program, one student received a $4,000 scholarship and a job. Another student had an article published in a biology periodical. University of Rochester and Genesee Hospital are establishing a scholarship program for participants.

To learn more about this program, to meet some of our students, and to view some of our newsletters visit our website at www.urmc.rochester.edu/smd/mbi/RAPS.html.

For more information contact:

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Learning Standards:
ELA #1, 3, 4
Arts #4
Health, PE, FCS # 1,2, 3
CDOS #1, 2, 3a
LOTE #2
MST #1, 2, 3, 5, 6,7
SS #4

Elementary
Connecting Activities

Math Relevance: Shopping

Elementary/School-Based, Connecting Activity

by

Mrs. Kathy Townsend

Description:

The two objectives for these activities are to correctly write a check to Tires R Us for the purchase of 4 tires, and to have students participate in all aspects of grocery shopping.

In lesson one, students take the bus to Tires R Us to see the dealership, see the variety of tires and prices, and to discuss with a salesperson the options to consider when buying tires. They request a price list and ask about installation fees for four of the same size tires. Using a calculator, students multiply the cost of an automobile tire chosen from the list by four, add the installation charge, and add State sales tax. Students then properly write a check to Tires R Us for the mock purchase, using a void check. Students make the correct entry in VOID leger for the mock check just written.

For lesson two: students examine a class-made videotape of Jubilee, a local Attica grocery store. They discuss the various sections of the store: produce, dairy, etc. and the types of merchandise found in these sections. Using the Jubilee sales flyer, students make a grocery list of items needed to prepare a class "dinner party". Students clip the appropriate coupons based on the grocery list. Students take the bus to Jubilee to do their grocery shopping. They do comparative pricing of generic versus name-brand products. Students then add up purchases while shopping as not to exceed the $50.00 limit. Students are videotaping while shopping to record the decision-making and problem-solving skills necessary in a simple shopping trip.

Assessment Tools & Techniques:

First Lesson:

- Teacher observation of problem computation.
- Correctly written mock check.
- Correct ledger entry.

Second Lesson:

- Discussion of videotape on the relevancy of math to real life.
- Observation of decision-making, problem-solving techniques used among peers to solve the problems of keeping to the budget.
- Review of the receipt to assure students kept within the budget.

Instructional/Environmental Modifications:

These activities are for a 12:1:1 (12 students: 1 teacher: 1 aide) Special Education Class.

Materials:

- Tires R Us price list.
- Void checks from bank.
- Calculator per student.
- $50 for shopping at Jubilee.
- Student- made grocery list.
- Sunday coupon flyer.
- Pennysaver sales flyer.
- Videotape and camcorder.

Time Required:

- 2 field trip days.
- 3 days for classroom activities.

Reflections

Students actually prepare a dinner with the merchandise purchased.

Both activities simulate situations that will occur for students in adult life and demonstrate the relevancy of math.

For more information contact:

Linda F. Smith
Attica Central School District
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Attica, NY 14011
(716) 591-0400

Learning Standards:

ELA #1, 2, 3, 4

Health, PE, FCS #3

CDOS # 2, 3a

MST #1, 2, 3, 5, 6, 7

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Project T.A.C.K.

Elementary/Connecting Activity

Description:

Project T.A.C.K (Training Archerville Career Kids) is a pilot for an elementary school/business partnership program. Educators and community representatives from a variety of career majors are involved in enriching follow-up learning experiences for the children of the Archer St. Microsociety and Multimedia School. A series of on-site visits to businesses and classroom-based career presentations build a bridge between the academic school-based learning and the work-based learning of the real world.

The goal of this project is to extend the existing career awareness program at Archer St. in which self-awareness, values clarification, career awareness, career development, and career exploration were stressed.

Students need to know and become competent in the following skill areas in order to meet the goals set forth in this program: interpersonal, problem-solving, organizational, technological, and workplace skills needed in both the educational and career sector. The strengthening of listening, speaking, reading, writing, career awareness, and career development skills are an additional focus.

The teacher arranges for a career presentation and/or on-site visit and prepares the guest speaker for the activity.

Students interview the guest speakers and fill out a trainee log sheet to gather information about the particular profession. They use this information to publish a STC newspaper, *Let's Talk About Careers*. Students also write thank you notes to the guest speaker.

Assessment Tools & Techniques:

- Teacher observation.
- Group discussion.
- Student reflection sheet.
- Interview sheet.
- Newspaper.

Instructional/Environmental Modifications:

The teacher modifies the daily schedule by allotting time for preplanning, the career presentation and/or on-site visit, and follow-up discussions.

Materials:

- Project T.A.C.K. folder with name tag and School-to-Career Participant Response Log for presenter.
- Student interview sheet or trainee log.

Time Required:

The career presentation occurs during a forty-five minute period. Teacher planning with Project T.A.C.K. coordinator is needed to set up classroom or on-site visits.

Reflections:

The desired student outcomes of this project are the promotion of active learning, the understanding of the relationship between academics and the world of work, and the acquirement of decision making skills necessary for the workplace of the 21st century. The children of the Archerville community receive a "hands-on experiment training" as a forest ranger, media personality, business manager, veterinarian, doctor, public librarian, and postmaster to mention a few. These experiences help bridge the gap between the academic world and the workplace.

Project T.A.C.K. has been cited by Nassau County School to Career Partnership as a best practice. One career presenter stated, "the active involvement of the business community in the schools can benefit not only the students but in the long run the businesses participating."

For more information contact:

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(516) 867-5250

Learning Standards:

ELA #1, 3, 4 **MST # 2, 5**

CDOS #1, 2, 3a

Publishing and Advertising

Elementary/Connecting Activity

Description:

The students were actively involved in researching and designing ads to be published in the local Pennysaver paper that publicized the School-to-Work activities of two other classes who were involved in growing flowers and providing clothing for the needy. Children had to use varied vocabulary to say what they needed to in a limited space. This included using a graphic which could either be hand-drawn or computer- generated. Questions to be used in interviews with the other classes were also generated. Students used resources like the thesaurus and brainstormed ideas. They also developed interpersonal skills such as working in groups, managing change, and being open to other's ideas.

Initially, the children read ads in larger city newspapers and made comparisons to the local Pennysaver. The ads included classified, informational, etc. Observations were also made about the cost per ad. Discussion ensued noting information, what caught students' eyes and any graphics they liked. Children proceeded to design their own ad with a graphic.

Assessment Tools & Techniques:

- Observation of development of ads.
- Coming to an agreement through group discussions.
- Self-initiated activities from children.
- Pictures of what was evolving (bus tour, visitors).
- Students' final product in the form of ads and the published ads (two groups had actually published ads).

Instructional/Environmental Modifications:

A bus tour was taken to see where and how the Pennysaver was compiled and printed. Representatives of the Pennysaver and a graphic designer gave presentations.

Physical modifications developed as the activity progressed and the interviews of the other two classes were completed. The class was divided into groups to develop the advertising for the great activities that were happening.

Materials:

- Newspapers.
- Art supplies.
- Industry Representatives: Salesperson, Graphic Designer.
- Bus transportation.

Time Required:

Depending on the group, 2-3 hours in the first week discussing plans and making decisions. As progress is made, then meet 1-2 times a week until publication.

Reflections

This was a first time activity for the instructor. It was enjoyable exposing the students to a new approach of using words in the "real world". They enjoyed seeing the finished projects in print for all of the community to see and read. The project incorporated many content areas and included working together. The project could be expanded to include a web site for information sharing rather than just newspapers or the Pennysaver.

For more information contact:

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31 Prospect Street
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(716) 591-0400

Learning Standards:
ELA #1, 4
CDOS #1
MST #1, 7

The Freeport Maritime Project

Elementary/Connecting Activity

by

Archer Street Elementary Teachers

Description:

Eight traditional maritime tradespeople helped dozens of fourth graders soak up the lore of the sea during a unique hands-on program at the Freeport Recreation Center. The Freeport baypersons demonstrated traps and allowed the students to touch and smell some clams just lifted from Freeport waters. Students studied scale models and learned about bayhouses.

Communication skills, tactile skills, and an awareness of careers and the environment are drawn on in this project. Interest is the major component necessary for learning. This project requires active participation.

The students learn by using all their senses and the basic foundation skills. They are encouraged to actively participate and ask questions to enhance their knowledge. The teacher writes class objectives and goals in addition to arranging field trips and working with the Long Island Tradition Program which is funded by the National Endowment for Arts.

Assessment Tools & Techniques:

The teacher has a student folder with samples of each pupil's involvement. SCANS competencies and foundation skills are considered when evaluating a pupil's folder. The teacher's observations of the progress made are noted in the folder as an anecdotal record and group discussions are held. Each student has a learning standards checklist. Using the checklist, the instructor evaluates the student's progress in the areas identified as the learning standards to be met in this project.

Instructional/Environmental Modifications:

The learning takes place at the waterfront in addition to the classroom. This involves class preparation so the student has some awareness before embarking on the program. The program curriculum has to be contextualized to allow for the integration of math and environmental sciences.

Materials:

The student's learning is oriented to hands-on experiences. The preparation for this kind of learning has to be arranged by the teacher and much of the learning must be reviewed during processing sessions after the class returns from the waterfront. The teacher has to prepare any pertinent handouts related to the maritime topic and modify curriculum so goals are met.

Time Required:

Committees of teachers wórked together with the L.I. Tradition Program staff to arrange this complicated and diverse curriculum and class schedule. There was planning at the district level with the Cultural Arts and Maritime Arts Director.

2 half-day field trips and 3 in-class visits (45 minutes each) are needed for the project.

Reflections:

The main gain in the Project is the growth and awareness of the student's intellectual world. Culturally, the awareness of an unusual career such as fishing enlarges the scope of each person's opportunity to try new and unusual ways of life. The content of this creative program allows for varied activities at many grade levels. Health careers could be explored for people who think they would like to settle in this type of environment. Scientists could become microbiologists etc. This project creates an interest in the local environment encouraging the creative mind to research further maritime activities such as scuba-diving, fishing businesses, and retail sales in related merchandise.

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Learning Standards:	
ELA #1, 2, 3, 4	**MST #3, 4, 5**
CDOS #1, 2	**SS #3, 5**

Middle School
School-Based Activities

A VIP Career Portfolio

Middle School/School-Based Activity

Description:
Students create a career portfolio including self-assessment, career exploration, and job search skills information. This is worked on in 7th and 8th grade. Skills needed to succeed in this learning experience include: reading, writing, communication, self-assessment, and word-processing.

The portfolio activity addresses the CDOS Learning Standards at an intermediate level. Students demonstrate an understanding of the relationship between personal interests, skills and abilities, and career development. An understanding of the relationship of personal choices to future career decisions is also developed.

In 7th grade, students define and discuss Abilities (aptitudes), (job) Values, (career) Interests, and Personality (traits). Students then complete worksheets which help them assess each of these factors based on what they know of themselves, what others say about them, and an interest inventory. Students design a cover based on the contents of the portfolio. Teachers lead discussions, give examples, help students define the factors, and guide them in filling in worksheets which become the pages of the "A VIP Career Portfolio".

In 8th grade, students complete various job search and career exploration activities including a job application, cover letter, resume, and an interview. Career research is based on the self-assessment information gained in 7th grade.

Assessment Tools & Techniques:
- Satisfactory completion of worksheets (portfolio pages).
- Test.
- Teacher observation.
- Checklist for keeping track of progress on portfolio (optional).
- Grading rubrics for seventh and eighth grade.

Instructional/Environmental Modifications:
Modification is generally not required although classes do go to the computer room to type certain activities.

Materials:
Student materials:
- Worksheets.
- Interest inventory.
- Markers.
- Stencils.
- Manilla folders.

Teacher optional resources:
- *Career Skills* by Kelly VolzPatton.
- *Chronicle Guidance Occupational Briefs - Occupational Outlook Handbook.*
- *Succeeding in the World of Work* by Kimbrell and Vineyard.
- Overhead projector with transparencies.

Time Required:
Planning: Set-up is done previously (curriculum workshop days), so the day-to-day planning time is minimal.
Implementation:
3 ½ weeks - 7th grade (40-minute class).
1 ½ weeks - 8th grade.
Assessment is done using a grading rubric, approximately 5 minutes per student.

Reflections:
This activity helps students begin learning and applying the process of choosing a career. It also helps make the connection between school and work, builds self-esteem, and increases self-awareness.

For more information contact:
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AnnMarie Virgilio (518) 785-1341 x463
Tom Venezio (518) 785-5511 x631
Shaker Jr. High School
North Colonie Central Schools
475 Watervliet-Shaker Road
Latham, NY 12110

Learning Standards:
ELA #1, 3 **MST #1, 7**
CDOS #1,2, 3b

8th Grade Integrated Career Unit

Middle School/School-Based Activity

by

Jill Brooks, Kim Campbell, Ken Leahy, Dawn Lane, and Regina Bevivino

Description:

This Career Unit is an integrated 8th grade curriculum for Home and Career Skills, Technology, English, and Social Studies. It is designed in such a way that other subject areas are easily added so others may participate.

The competencies being addressed are from the National Occupational Information Coordinating Committee. The booklet, *Pathfinder*, is used as the primary text. An assembly of guest speakers address students about their careers as part of the unit. Relevant follow-up activities are planned to continue at least once per month for the remainder of the school year. Topics addressed are:

Social Studies: Growth and change, benefits of educational achievement to career opportunities, relationship between work and learning (topics above are addressed in all 3 classes), skills necessary to seek and obtain jobs-including job application, skills to interact with others, appropriate behavior, appropriate dress, the process of career planning, and skills evaluation; the influence of a positive self-concept, the interrelationship of life roles, summary and critique assembly speakers.

Home and Career Skills/Technology: Why we study home and career skills and technology, investigating personal interests, resume writing, the interrelationship of life roles, different occupations and changing male/female roles (also addressed in Social Studies), and other factors which influence career choices.

English: Why do we study English, skills to locate, understand, and use career information; career planning, career interest groups and how they relate to jobs and activities, and use of computers and word processing skills for resume writing and thank you notes to assembly guests.

Assessment Tools & Techniques:

1. A Career Folder containing the following documents:

- Application.
- Mid-year Self-evaluation.
- Resume.
- References.
- Application to 9th grade.

2. A mid-year conference is held with each student to discuss and evaluate their progress accomplishing their goals to date. A short written evaluation is added to the student's file, which refers the student back to their "skill evaluation" completed in social studies at the beginning of the school year. This is valuable in helping the student recognize where they stand at this point in the school year in terms of their work habits and interpersonal skills.

Materials:

Pathfinder by Norene Lindsay, published by JIST. Computer lab.

Time Required:

The unit is delivered over eight school days. Follow-up activities continue throughout the school year. One full week in the summer to prepare and plan for the program and one 2-hour meeting to evaluate the program after implementation are recommended.

Reflections:

We begin the school year with this program to instill a purpose in the student as to the relevance of courses to them in the "real world".

For more information contact:

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Route 233
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Learning Standards:
ELA #1, 3, 4
Health, PE, FCS # 3
CDOS #1, 2, 3a

Electronic Career Portfolios

Middle & High School, Adults, Out-of-School Youth/School-Based, Connecting Activity

Description:

Under the direction of a teacher, each student develops an electronic career portfolio using a multimedia presentation program (Astound, Hyperstudio, Powerpoint). Similar in content to a resume, the portfolio demonstrates student accomplishments and achievements.

Developing a multimedia portfolio attends to the ELA, CDOS, Technology, and Arts Learning Standards. It requires knowledge of reading, writing, speaking, and listening. Understanding of color and texture is needed to make the presentation visually pleasing. The focus of the presentation and its objectives relate to the student's career development. The creation of the multimedia presentation requires being able to process information using technology and knowing what type of media to use.

Students gather materials to incorporate into their multimedia presentation. They identify when and where sound, video, or graphics fit into their presentation. The teacher provides a general framework of objectives to be included in a multimedia presentation. The teacher consults with the student periodically to determine the scope and progress of the presentation.

Assessment Tools & Techniques:

It is worthwhile for students to critique each other's work at the end of the project in a group discussion format. This allows students to see each other's work and benefit from each other's ideas. It also allows students to reflect on the knowledge gained from creating a portfolio.

The final assessment is done when the presentation is completed and relates to whether the student covered the teacher's objectives and framework decided at the beginning of the project. The teacher may want to develop a rubric based on these criteria.

Instructional/Environmental Modifications:

Students having difficulty using the technology are matched with another student, who has a greater understanding and serves in a mentoring role.

Materials:

Students need access to a multimedia computer. Depending on the type of program chosen, they may need a CD-ROM version of the program to access graphics, sounds, and video clips. Students need computer storage space. Presentation programs with sound, graphics, and video take up a lot of hard drive space. Zip drives or write-able CD-ROM drives provide the best storage space for presentations. Optional equipment includes a video camera, microphone, scanner, and digital camera.

Time Required:

Planning: One week. Students plan in advance the type of presentation they want to make. This is done using a storyboard format to get the general ideas of each slide. Students are not held to their storyboard design. Revisions and improvements are made as the student works on the presentation.

Implementation: Depending on the amount of time students have on the computer, the creating of the actual presentation takes 4 to 6 weeks.

Assessment: Ongoing. Teachers provide comments to students as they create the presentation. A final assessment of the finished portfolio is done based on objectives determined at the beginning of the project.

Reflections:

Students are provided with the opportunity to reflect on the finished work as well as events leading up to completion of the work. This reflection includes what they have learned about the program, their career objectives and opportunities.

For more information contact:

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(516) 876-7401
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Learning Standards:

ELA #1, 2, 3, 4	**CDOS#1, 2, 3a**
Arts #1, 2	**MST #2, 5, 7**

Experiential School-to-Work Curriculum

Middle School/School-Based, Work-Based, Connecting Activity

Description:

This program combines the contacts and expertise of the local economic development community with the education expertise of the middle school faculty in developing and implementing a highly experiential program for 8th grade students. The South Brooklyn Local Development Corporation, which works in community Economic Development, provides the curriculum materials, co-teaches the classes in the Middle School, and recruits and monitors internship placements. The program provides real-life work experience in a nurturing and reflective setting. It is beneficial to provide this experience at this early age before that invisible wall can build up between our youth and adults.

The Global Leadership and Citizenship course meets twice each week for double 45-minute periods. During this course, each student receives 45 minutes of School-to-Work instruction and discussion each week from September through December. The classes are devoted to preparing students for internships.

Students then volunteer for a two hour per week after-school internship for the Spring Semester. While participating in the after-school internships, class time is devoted to students sharing their experiences and to student reflection. There are also trips, videos, research assignments, midterms, and final exams.

Students learn real responsibilities and duties assigned at their worksite. They must be fairly well organized and able to hold meaningful and mature conversations with adults and with each other to succeed in the activity.

Assessment Tools & Techniques:

In classes: Observation, groupdiscussions, research assignments,testing, journals, essays, and higher analytical questioning. Portfolio-based: assignments, application, questionnaire,journals, taped mock interviews, resume, checklist.

After-school internships: Telephone contacts, worksite visits, checklist, mentor/student evaluations, individual consultations.

Instructional/Environmental Modifications:

Non-English speaking students and special education students participate with the assistance of teacher aides.

Materials:

- Sample job applications from actual companies. Internship applications.
- Pre & post questionnaires.
- Videos, camcorder, VCR, camera, & film.
- Project folders.
- Journal books.

Time Required:

For the in-school classes:
Planning: 1 hour per week.
Implementation: 2 hours per week.
Assessment: 1 hour or less per week.

For after-school internships:
Planning: Nov-Jan: 20 hours per week.
Implementation: Jan-June: 10 hours or less spent monitoring and troubleshooting internships.
Assessment: April-June: 3 hours per week.

Reflections:

This program has been in existence for nine years. It works very well for 8th graders as they are still young enough to be willing to volunteer their after-school time, yet old enough to learn real responsibilities. The program builds self-esteem and a sense of competence in the students. Worksite mentors return and participate every year and feel more connected to our community.

For more information contact:

Bette Stoltz
South Brooklyn
Local Development Corporation
267 Smith St.
Brooklyn, NY 11231
(718) 852-0328

Learning Standards:	
ELA #1, 3, 4	**CDOS # 1, 2, 3a, 3b**
Arts #2	**LOTE # 2**
Health, PE, FCS # 3	**MST # 1, 2, 6, 7**

Feed the World-Grade 6

Middle School/School-Based Activity

Description:

This School-to-Work unit integrates academic knowledge about health and nutrition with social issues about solving world hunger problems. It leads children to explore the complex nature of producing, manufacturing, supplying, and consuming food. Woven through the unit are explicit performance indicators and tasks to promote the development of the Essential Skills and Dispositions in the Standards for Learning, Career Development and Occupational Studies.

In this unit, students define consumerism and the goals of advertising, including elements of propaganda. The class separates into small groups of 2 to 4 students. Each group selects an area of advertising for focused observation, tracking, and inquiry. This project asks students to determine a method of collecting data about the advertising media they have selected, i.e., television, radio, newspapers, magazines, Internet, and store displays.

They decide what information about advertising food is informative and important, who to contact for accurate information, how they might use that information to support the encouragement of healthy eating habits, and reflect on the impact of advertising on their own consumer habits.

Each group of students interviews on-site, if possible, employees who produce information (advertising) for consumers, for example, reporters, advertising writers, television producers, technicians, graphic designers, actors, window dressers, etc. Students construct a written presentation for the library/media center and an oral presentation for the students in other groups.

Inquiry skills are further refined as students determine areas of focus and design questions for advertisers. Analytical skills develop as students explore the effectiveness of advertising and look at issues of integrity and truth. Critical thinking skills increase as students determine how they might assess the effectiveness of a particular piece of advertising.

Assessment Tools & Techniques:

- Assessment of written materials (reports, letters, summaries) for clarity, accuracy, vividness, etc.
- Peer and teacher observation of collaborative participation in group project work.
- Review of organizational skills as evidenced by community contacts, time line construction, library/media final display.

Instructional/Environmental Modifications:

Commercial and student-made materials that emphasize good nutrition are displayed in the classroom.

Materials:

Books on consumerism, advertising.

Time Required:

A semester of integrated work with English and social studies is needed.

Reflections:

This piece is part of an integrated, multi-level (K-8) unit that unfolds across the grade levels in a logical sequence. The units at each grade level gradually move the students from looking at hunger as a personal issue to one of global importance. Students progress from making home, classroom, and school connections outward to exploring jobs in the community, region, nation, and the world. They look at jobs and careers in food production, supply, service, research, communications, government policy, and philanthropic and institutional problem solving.

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(518) 393-7157

Learning Standards:

ELA #1, 3	**CDOS #1, 2, 3a**
Arts #1	**MST #1**
Health, PE, FCS #2, 3	

It's Raining Careers in English

Middle School, High School/ School-Based Activity

Description:

"It's Raining Careers in English" integrates the ELA and CDOS frameworks, and School-to-Work theories into the student-centered learning environment of a reading and writing workshop. This lesson uses writing as a process, research techniques, computer technology, and coordinates Home and Career and Math curriculum with English class through related assignments and flexible time.

Students should be familiar with the workshop approach to English from Nancie Atwell's *In the Middle*, word processing on computers, the Discover guidance program, the *Dictionary of Occupations*, and be in the Home and Career class.

The teacher makes a bulletin board featuring raindrops each containing a job title and an umbrella featuring the CDOS universal foundation skills. Each week the teacher presents a "Career Minute" using an overhead identifying the career, work tasks, work setting, projected demand, and salary.

Students participate in a classroom discussion on the career and answer three questions of relevance to English class:

- What am I learning?
- Why am I learning this?
- How will I use this skill in the future?

Building on the Career Minute and ongoing discussion of relevance of English skills in the workplace, students research and write a career report (interdisciplinary with Home and Careers) and complete a stock market (interdisciplinary with math) project using writing as a process and workshop time.

Assessment Tools & Techniques:

- Peer conferencing.
- Teacher editing rubric.
- Self-editing rubric.
- Portfolio rubric.
- Observation.
- Group discussion.
- Informal and formal conferencing.
- Student feedback.

Instructional/Environmental Modifications:

The classroom must be set up for learner-centered activity and exploration so students can work independently and find supplies and directions needed for each activity.

Time Required:

- Career minutes involve about 5 minutes of class time.
- The Home and Careers Report: 20 minutes of class time for 3 weeks.
- Stock Market Project: 1 hour of class time for six weeks.

Reflections:

This series of learning experiences works well with students with varying academic abilities. As a result of this activity, students see relevance in English and other academic subjects.

For more information contact:
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Learning Standards:

ELA #1, 3, 4 **MST #2, 3, 6**
CDOS #1, 2

Junior Achievement of Rochester, NY Area, Inc.

Middle School/School-Based Activity

Description:

The Junior Achievement curriculum grades K-12 is taught in schools throughout Monroe County by community volunteers. Its objective is to acquaint students with career options in their community and to develop workforce skills by means of engaging activities.

At the middle school level, a trained volunteer works with students for eight to twelve weeks. The volunteer serves as a role model and engages the students by demonstrating the connection between school and work and stressing the necessity of communication, problem-solving, decision-making, and quality production skills for success in work and life.

In each lesson there are opportunities to connect language arts, math, science, social studies, and other curricular foci (art, music, foreign language, health) to skill development and workplace learning. The middle school program relates to business, economics, and home and careers skills courses.

Four middle school curricula are available:
Economics of Staying in School: Students explore the personal and societal impact of not completing a high school education. Students learn the value of education and early goal-setting.
Personal Economics: Students assess their personal skills and discover the value of education. They also learn about budgets, personal and family financial management, and the use and abuse of credit.
Enterprise in Action: Students learn about the principal characteristics of the American economic system and the role of business. Students learn the steps in organizing a business and producing and marketing a product. They also study the social responsibilities of business and the role of government in the U.S. economy.
International Marketplace: Students explore the impact of culture, governments, and economic systems in selected countries and learn about the benefits of international trade. Students appreciate how they are connected through trade to people and cultures throughout the world.

Assessment Tools & Techniques:

- Pre/post tests are used to measure understanding of the concepts.
- Evaluations and survey of participants give data on skills learned, used, and transferred.

Instructional/Environmental Modifications:

Alternative activities are offered in the curriculum to address the needs of special learners and to address multiple intelligences.

Materials:

Each curriculum has its own kit with materials for 30 students, a manual for volunteers, and a manual for teachers. Junior Achievement materials are copyrighted and program participation is fee-based.

Time Required:

Planning for the class presentations includes a two-hour training for the volunteer consultant on the specific Junior Achievement curriculum, child development stages, and classroom management, as well as 30-45 minutes to prep for each lesson.

The Middle School curriculum typically is 8 to 12, 45-minute weekly lessons.

Reflections:

Lessons facilitated by Junior Achievement volunteers are easily built upon by the classroom teacher. Connections can be made to all disciplines.

For more information contact:

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Dorothy R. Pecoraro, Vice President of Programs
Junior Achievement
55 Paul St.
Rochester, NY 14604-1314
(716) 327-7400
e-mail:JAROCH1@JUNO.COM

Learning Standards:

ELA #1, 3, 4	**CDOS #1, 2, 3a**
Arts #4	**MST #1, 2, 3, 5, 6, 7**
Health, PE, FCS #1, 2, 3	
SS #1, 2, 3, 4, 5	

Project Business at A.G. Berner JHS

Middle School/ School-Based Activity

Description:
This project is an in-school supplemental business and economics education program. Under the guidance of the teachers and business/community volunteers, students:

- Develop a mock corporation.
- Create a product.
- Market the product.
- Distribute the product.
- Sell stock.
- Keep records.
- Elect officers.
- Create a profit.
- Liquidate business.

The advice and experience of the local business persons enable the students to learn firsthand about a business organization.

The teachers oversee and are responsible for all activities.

Assessment Tools & Techniques:
Techniques used to collect evidence of progress include:

- Participation and accomplishments.
- Discussion.
- Group activities.

Scoring guides include:

- Final accomplishments.
- Self analysis.
- Rubrics developed by the students.
- Evaluation by teacher and business partners.

Instructional/Environmental Modifications:
Instructional modifications include making time for the project and still covering all required curriculum. This is easily accomplished with experience as the program includes curriculum units. No physical modifications of the classroom are required.

Materials:
Materials necessary vary according to the particular product marketed. A Junior Achievement packet supplied by that organization is very useful.

Time Required:
Usually this project and related lessons are completed in a 6-9 week period. Classes meet once a week with the business partners.

Reflections:
The activity is both educational and rewarding for all involved. Connections to the community have been expanded by contributing some of the profits to charitable organizations (such as YES Community Counseling Center, Brunswick Hospital Children's facility, and Volunteer Services Outreach). Students choose an organization to work for and develop a sense of volunteer commitment with this project.

For more information contact:
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A.G. Berner Junior High School
50 Carman Mill Road
Massapequa, NY 11758
(516) 797-6080

Learning Standards:
ELA #1, 3, 4
Health, PE, FCS #3
CDOS #1, 2, 3a
MST #1, 2, 3, 5, 6, 7
SS #4

The Stock Market

Middle School/School-Based Activity

by

Joe Arnitz, Anita Boags, Virginia Oertel, Sue Lochner, Michael Brown, Dave Providence

Description:

This is an eighth grade interdisciplinary unit involving: skill and concepts of technology, the historical perspective of stocks/stock market, data collecting, comparing data, math computations, graphing, and writing skills.

This unit is delivered with community partners. Junior Achievement instructs students on the history of the stock market and key stock market terms. H.J. Meyers Company, a brokerage firm, instructs students in the concepts of stocks, the stock market itself, blue chip stocks, medium-risk stocks, high-risk stocks, the purchase of local stocks, and interpreting students' investments.

By participating in this unit, students are able to demonstrate all six levels of Bloom's Taxonomy, from knowledge to evaluation, through record keeping, comparing data, graphing, math computation, and writing. These skills are explored individually and through group work.

Upon completion of this unit, students demonstrate the ability to write stock orders, chart daily stock fluctuations, and actually purchase stock. Students then analyze the data through the use of technology and interpret the outcome of their business venture which will result in a written English/social studies integrated research paper and a written summary of their work on this project.

Assessment Tools & Techniques:

- Portfolio contents with awareness of all levels of Bloom's taxonomy.
- Rubric developed for activities.
- Rating scales on portfolio content.

Instructional/Environmental Modifications:

Students work in groups. Groups are rotated. Some field work occurs out of the district.

Materials:

- Junior Achievement booklets.
- Mutual fund information.
- Stock market information.

Time Required:

Planning: The core team and individual teacher meetings with Junior Achievement- 10 sessions. Meeting with the brokerage firm representative- 4 sessions. Core teachers also attended an additional 6 lessons by Junior Achievement, 9 lessons on the stock market, and 4 mutual fund activities.

Implementation: Each student participates in about 24 sessions.

Reflections:

This project addresses one of the most valuable lessons for real life, dealing with personal finance.

It takes dedicated team work and a major time commitment to implement. Juggling interior class schedules with those of business partners can be challenging.

This is the first time an interdisciplinary unit has been attempted in our school with input from the business partnership. Students are exposed to the best people in the business field to see the relationship between business and the classroom.

For more information contact:

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Pittsford, NY 14534
(716) 385-6750

Learning Standards:
ELA #1, 3, 4
CDOS #1, 2
MST #1, 2, 3, 5. 6, 7
SS #1, 2, 4, 5

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World of Work (WOW): Experiential Vocational Exploration

Middle School/School-Based, Work-Based Activity

by

Marcy Viboch and Maxine Elkins

Description:

In preparation for a vocational exploration experiential activity, students discuss and learn about various worksites and the range of jobs and related skills at any one site. This leads to specific teaching and preparation for experiential exposure to the cross section of jobs and tasks in one segment of the hospitality industry, such as restaurants.

Through an integrated curriculum of academics and worksite applications utilizing math, reading, writing, economics, and health, these academic subjects are experienced as they relate to the restaurant industry-cashiers, purchasing, chef, waitstaff, managers, health regulations, etc.

Teaching focuses on appropriate worksite relationships, punctuality, attendance, communication skills, reliability, and flexibility. Students then participate in a variety of job roles at the restaurant, demonstrating their knowledge of the above.

Assessment Tools & Techniques:

- Teacher observation in the classroom and at the worksite.
- Group discussion.
- Paper and pencil self-assessments, including checklists and staff observation at the worksite.

Instructional/Environmental Modifications:

Small group instruction, varied teaching modalities, and a job coach are utilized.

Materials:

Printed materials and videos related to socialization in the workplace, self-knowledge and awareness are utilized.

Time Required:

The planning and concurrent implementation this program took place over a one-year period. Students participate throughout the school year. The assessment of the students and the program occurs on an ongoing basis.

Reflections:

Experiential learning is an excellent motivator. In addition to its innate appeal, it serves to reinforce the necessity of academic competence.

For more information contact:

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Bowman Avenue
Port Chester, NY 10573
(914) 934-8152

Learning Standards:
ELA #1, 4
CDOS #1, 2, 3a

Middle School
Work-Based Activities

Fire in the Belly

Middle School/School-Based, Work-Based, Connecting Activity

Description:
The concept of the "Fire in the Belly" Program was born in 1993. The purpose of the program is to excite sixth grade students about the world of work and what the future holds for them in the area of career opportunities. Two sixth grade classes piloted a job shadowing program with local businesses for two weeks in 1993.

The following year all district sixth graders participated. The Teacher Center coordinated business contacts. Business partners were found and individual teachers and businesses developed plans that would best suit their needs. These plans varied from a complete week's participation to as little as three days.

Children had the opportunity to visit the worksite to develop career awareness, understand the school/work relationship, develop an understanding of work, develop habits and attitudes related to job responsibility, work in teams, become problem solvers, develop awareness of employer expectations, have a "hands-on" work experience, and become aware of job/career choices.

School-based activities were planned and implemented by the classroom teacher with input from the business partner. Connecting activities and work-based activities were planned cooperatively. Activities were designed to meet the needs of the students and the business partners. Examples of activities are technical literacy exercises, technology training, developing a product, and working with a business partner.

Assessment Tools & Techniques:
- A form of authentic assessment determined cooperatively by the students, the teacher, and the business.
- Logs and Journals.
- Videos.
- Newspaper articles.

Instructional/Environmental Modifications:
The activity involves site visits to business.

Materials:
Resources for hands-on experience are provided by the business partner and vary by industry and company.

Time Required:
The planning of this program took place over a one-year period. Students participate throughout the school year. The program involves 1-2 classroom visits from the business partner to establish background and prepare students for their experience and 3-4 days on- site (approximately two hours each day) for hands-on experience. The assessment of the students and the program occurs on an ongoing basis.

Reflections:
This program operated for four years and required extensive planning including business contacts.

Upon review, a revised program is being developed that will include students doing career inventories, investigating career possibilities, and participating in a career day fair. Involvement of teachers has been expanded from sixth grade only to home/careers teachers.

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Learning Standards:

ELA #1, 3, 4	**SS #3**
Health, PE, FCS #1, 2	
CDOS #1, 2, 3a	**MST 1, 2, 3, 4, 5, 6, 7**

Implementation for Equity 2

Middle School/School-Based, Work-Based, & Connecting Activity

by

Beth Thorpe, Dolores Terlecky, Cathy Tiscione, Christine Anastasi, Keith Milliken

Description:

In the school years of 1994-96, Monroe-Woodbury Middle School Cluster 7 was the recipient of a New York State grant to encourage gender equity in school, work, and social settings. It was our intention through various activities, to develop student awareness of nontraditional careers, and their importance in society.

A six-part Equity program has been developed and implemented that is comprised of the following activities:

- Development of a job bank of traditional and nontraditional careers.
- Monthly Career Seminars.
- Wellness Fair.
- Field trip to Stewart International Airport.
- Retail internship.
- Hudson River project.

(See Implementation for Equity 1 in the Best Practices web document for details on Job Bank, Career Seminars, and Wellness Fair.)

The retail internship is done in conjunction with Woodbury Common Retail Outlet Mall, where students spend one day in a store to understand the retail industry. Students write business letters to individual stores and request to spend the day with them. Students wait for a reply and develop interview questions to ask store managers.

The Hudson River Project involves collection techniques to investigate flora, fauna, history, geology, and nontraditional careers involved in the study of the Hudson River Valley.

Assessment Tools & Techniques:

Retail Internship: This activity culminates with a computer-generated book which describes numerous classroom activities: SS- history and study of on-site historic graveyard, Math - graphs of retail information, Science - information involving an on-site pond, LA - creative essays describing their in-store experience, Spanish - picture dictionary of merchandise in Spanish/English.

Instructional/Environmental Modifications:

Retail Internship: The Woodbury Common is located directly across from school. Students walk to the stores as a group.

Time Required:

Retail Internship- Initial planning took place in the summer with the manager of Woodbury Common for this fall field trip. The Commons visit took 4 hours.

Hudson River Project - Involves one full summer for planning and one full summer to build a web page. Implementation involves 4 weeks of class time. Although the project took a number of weeks, it was incorporated into the study of plants and animals.

Reflections:

Retail Internship: An interdisciplinary, inclusion team (made up of Language Arts, Math, Science, Special Education, Social Studies, and Spanish) directs this activity.

Hudson River Project: To see a complete description and the structure of this program, see: http://www.mw.k12.ny.us -choose Project and click on Hudson River Project.

For more information contact:

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Learning Standards:

ELA #1, 2, 3, 4 **LOTE #1, 2**
Health, PE, FCS #1, 2, 3
SS #1, 2, 3, 4, 5 **MST #1, 2, 3, 4, 5, 6, 7**
CDOS #1, 2, 3a, 3b

Middle School
Connecting Activities

Eighth Grade Career Day

Middle School/ Connecting Activity

Description:

To better prepare youth for the workplace of the future, Draper Middle School in the Rotterdam-Mohonasen School District offered students in Grade 8 a Career Day that focused on technical occupations, with an emphasis on role models nontraditional to gender. The objectives for the day were threefold:

1.) To develop an understanding and awareness by middle school (regular and special education) boys and girls of the nontraditional careers/jobs available to them.

2.) To develop an understanding by middle school girls and boys that both men and women can and do hold and succeed in nontraditional careers.

3.) To promote understanding by all middle school students involved of the courses and experiences needed to prepare for the careers/jobs that will be available in the workplace of the future.

Speakers were solicited from the community that met the above criteria. Individual presentations were scheduled. Students were allowed to choose among the different speakers based on individual interests.

Interdisciplinary activities and lessons were utilized pre- and post- the event to further strengthen and encourage student understanding and awareness of the workplace of the future. For example, students generated questions to ask speakers about their workplaces and job duties.

Assessment Tools & Techniques:

- Student evaluation of presentations.
- Faculty evaluation of presentations.
- Parent evaluation.
- Teacher observation and videotape measuring student involvement and interaction.

Instructional/Environmental Modifications:

The whole school day was rearranged and a new schedule was created for students. The program was held off-site at Schenectady County Community College.

Time Required:

The planning of this program took place over a three to four-month period. The event itself involved one full day. The following day was used for assessment.

Reflections:

While this was the third year Draper Middle School has held a Career Day, this was the first time the event has been held off-campus. The day, as in the past, was very successful but it was made even more special by the college connection. The college atmosphere was a plus in creating a positive attitude in our eighth graders towards their future in the work world.

For more information contact:

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Schenectady, NY 12303
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Learning Standards:
ELA #1, 3, 4
Arts #4
Health, PE, FCS # 3
CDOS #1, 2, 3a
LOTE #2
MST #1, 3, 5, 6, 7
SS #2, 3

Service Learning Program

Middle School/Connecting Activity

Description:
Community service learning activities are integrated into many aspects of the Middle School program. As part of a unit on the life cycle, sixth grade health students learn empathy and caring behaviors as they volunteer with senior citizens, pre-school students, and physically-challenged students and adults. Students research needed projects by going into the community, interviewing people, and determining needs. Once identified, students develop a plan to meet the specific needs.

Curriculum evolves from the plan. Teachers keep the students on track by reviewing and reinforcing their actions, providing direction, and planning curriculum when a need is defined.

This is a far-reaching project. Other curriculum areas are touched when students write books for elementary students about their experiences and then read to them. Interconnectedness and health education also become integral. Students become aware of their own frailties and those of others and reflect and review some of life's most important issues.

To successfully participate, students need to be able to read at an elementary level and write fairly well. Most importantly, the learning that results as the student works with others in need of their service promotes a humanistic approach. The young person is encouraged to think of others. This is a growth project with many beneficial results.

Assessment Tools & Techniques:
This Service Learning Program ideally can be evaluated by using the SCANS competencies as an evaluative tool. There is greater emphasis on the competencies than on the foundation skills, but the foundation skills are not ignored. Each student has a learning standards checklist in their folder. Using an S for Satisfactory and a U for Unsatisfactory, the instructor evaluates the student's progress in the areas identified as the learning standards to be met in this project.

Instructional/Environmental Modifications:
Modifications are decided after a project is defined. The physical setting may be different for each project. In this example, the English classroom is a focal point for the creative writing unit that instructs and supports students in authoring books. Other activities take place in the community. One project included a neighborhood cleanup.

Materials:
Supplies and materials change with each project. Emphasis is mainly on ideas, not materials. The teacher provides any school-based materials needed for a project such as paper, arranges for the availability of copying equipment, and coordinates other needs.

Time Required:
It is recommended that the service learning experience span a semester and that the students spend at least two days a month in the field.

Reflections:
The humanistic nature of this project and the potential for individual growth makes this an outstanding effort for any school district to attempt. It promotes student cohesiveness and group planning. In addition, thoughtfulness for others and understanding community needs must be considered for success. The community is not the only beneficiary, the student comes out much better for the experience.

There are many communities that would benefit from the help of young people. Teachers could lead the way by discussing this project, explaining its potential, and letting the young people's good sense come into action.

For more information contact:
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W.T. Clarke Middle School
740 Edgewood Drive
Westbury, NY 11590
(516) 876-7405

Learning Standards:	
ELA #1, 2, 3, 4	**MST #5**
CDOS #1, 2, 3a	**SS #5**

High School
School-Based Activities

Career Night

High School/School-Based, Connecting Activity

Description:

A coordinated effort was made between the community, staff, and businesses to seek career representatives to share information with students and parents. Topics for discussion were: job responsibilities, educational requirements, employment projections, and salary range. Workshops were organized on resume writing, interviewing, and career change or development. The program ran for two hours with refreshments and entertainment concluding the evening.

Career Night was designed to connect instruction in all academic, occupational, fine arts, and other non-academic curricula and the workplace, through the diversity of career representatives reflected in the program.

Students were motivated through prior discussion in all English, Special Education, and Occupational Education courses. A Career Brief assignment was given to all 9, 10, 11, and 12 grade students to be completed the evening of Career Night. The assignment focused on pertinent questions for discussion with the career representative of their interest.

Assessment Tools and Techniques:

- Feedback on the event from career representatives, parents, alumni, and students.
- Career briefs summarized the student's experience and were discussed in class the following day.
- All career briefs were submitted for evaluation and comment.
- The event was videotaped for assessment and future reference.

Instructional/Environmental Modifications:

Job shadowing, career tours, and interest inventories served to motivate students prior to Career Night. Prior instruction was given to students through their classroom teacher.

Career Night was set up like a trade show in the auditorium and two cafeterias. A classroom was used for the interview and resume workshops.

Materials:

Career representatives brought their own supplies which included: videos, pamphlets, models, drawings, and displays.

Teachers provided banners, posters, flyers, programs, name tags, and balloons. The PTSA provided refreshments for 500 people.

Time Required:

Planning required 6 weeks of committee meetings, flyer/poster preparation, career representative solicitation, and program preparation.
Day of the event: Set-up-2 hours, presentation-2 hours, cleanup-1 hour.
Assessment: 1 day.

Reflections:

Career Night '97 was a success. Students, parents, and staff talked about it for days. There were 86 career representatives participating and over 500 people in attendance. Our alumni were pleased to give back to the school and share their experience. The Babylon Rotary Club, the Executive Network, the Long Island Community Alliance, and the North Babylon PTSA were sponsors of the event and enthusiastic to contribute their efforts.

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David Peat (516) 321-3243
North Babylon High School
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North Babylon, NY 11703
e-mail: NBHSTECH@I-2000.com

Learning Standards:

ELA #1, 3	**CDOS #1, 3b**
Health, PE, FCS # 3	**LOTE #1**
MST # 6	

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Chemistry in the Workplace

High School/School-Based, Work-Based Activity

Description:

Thirty general chemistry students worked on this four -month class project. The general chemistry syllabus was modified to present students with a chemical problem provided by Molecular OptoElectronics Corporation (MOEC).

The primary goal of this project was to enhance the classroom instruction of chemistry by involving students in long-term scientific experiments that impact the chemical research at MOEC. The specific project objectives are:

- To design experiments.
- To observe phenomena and gather information.
- To identify variables in the experiment and predict relationships between variables.
- To apply appropriate mathematical analysis to determine patterns in data.
- To draw conclusions based on analysis of data and propose alternate interpretations of data.
- To communicate experimental results and their interpretation to concerned parties.

MOEC manufactures the devices that are used to send high speed signals on fiber optic cable. It is anticipated that these devices will be improved by constructing them from polymers that have unique optical properties and that the desired properties can be obtained by making the polymer from specially purified starting material (monomer). This student project explores methods of purifying the monomer using a biochemical reaction. Specifically, students perform experiments to identify enzymes that are catalysts that speed up the chemical reaction which produces the starting material.

Direct classroom instruction and laboratory experiments were used to teach students all the necessary chemical concepts to complete the project. Class instruction was modeled after the American Chemical Societies approach to teaching science in the textbook, *ChemCom*.

Assessment Tools & Techniques:

- Chemistry class rubric.
- Laboratory work.
- Problem solving.

Instructional/Environmental Modifications

The General Chemistry curriculum was adapted for this four-month project.

Materials:

Project specific laboratory equipment and supplies.

Time Required:

Planning: 100 hours. Implementation: Four month period. Assessment: 2 weeks via a student questionnaire and preparation of a journal article.

Reflections:

Collaborating scientists from MOEC provided students with the necessary chemical background for the research and acted as a resource during each phase of the experimental project. Collaborating scientists also lent the required equipment and provided expertise in its use and helped evaluate student presentation. These interactions were accomplished through field experiences at MOEC and visits to Niskayuna H.S. Chemists from MOEC also acted as e-mail resources to answer questions and guide students in their daily decision making.

The problem-solving practice and career exploration that this work provided was a valuable and desirable outcome of the project. Students produced experimental results that may impact a chemical manufacturing process at MOEC.

For more information contact:

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Learning Standards:

ELA #1, 3, 4 **MST #1, 2, 4, 5, 6, 7**
Health, PE, FCS #2, 3 **CDOS #1, 2, 3a**

Construction-Based Math: Applying Essential Math Skills

High School/School-Based Activity

Description:

The purpose of this unit is to demonstrate the real world application of two and three dimensional geometry. Specific classroom objectives include:

- perimeter,
- surface area,
- Pythagorean theorem, and
- measurement.

Students work through an instructional packet on the stages of framing and sheathing involved in the building of a modular home. The students diagram the floor frame, the wall frame, and the room system. The culminating stage is where totals and prices are calculated.

In order to facilitate instruction, the teacher presents outlined material by overhead projector transparencies identifying the different parts of floor, wall, and roof framing. Additional experience is gained if the students' physical inspection of framing and sheathing materials takes place. If at all possible, a field trip to a construction site adds to the enthusiasm and education of students and faculty.

Assessment Tools & Techniques:

Teachers should check that each of the questions in the unit packet is answered in complete sentences and is correct. Point value for each of the questions should be determined so that the weight of the unit meets the expectations of the teacher. It is suggested that the unit be similar in weight to a unit exam.

Mastery of the material is assessed through an end-of-unit test. The exam contains a diagram of a shed-type structure, in which students estimate the number, type, and size of framing material and sheathing to erect the building. Questions pertain to those stages completed in the unit, yet due to the shed's smaller scale, can be completed in one class sitting.

Instructional/Environmental Modifications

All types of students are generally well motivated by the practicality and hands-on approach that this activity has to offer. Some degree of coordination with resource teachers should be made to emphasize and practice skills of area, perimeter, and the Pythagorean theorem as necessary for special education students.

Actual classroom modifications are limited to the storing of construction materials. As earlier noted, moving the entire class setting to a job site is beneficial.

Materials:

Students need the teacher-designed packet of information to complete this unit. Within the packet is the written material for completion of the four stages, diagrams, and floor plans.

Teachers also need the student packet. Overhead transparencies of the diagrams and floor plans aid in instruction. Framing materials such as 2 by 4's and plywood are very good demonstration pieces.

Time Required:

Time required in the planning of the unit can vary from two days to a week or more depending on the availability and possibility of securing a field trip to an actual construction site. Obtaining demonstration material may also take some time, but should be possible by being a good scavenger. If this doesn't work, it may be possible to secure demonstration material from a lumber yard.

Implementing the unit will take from 6 to 10 days, depending on the background of the students and teacher.

For more information contact:

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Learning Standards:

MST #3 **CDOS #2, 3a**

Engineering Design Technologies

High School/School-Based Activity

Description:

The Engineering Design Technologies course is intended to provide students the opportunity to work on real-life design problems and to develop skills to allow them to fabricate their designs. The focus of the course centers around two main areas: 1) design-covering aspects of drawing and the design of production quality components and 2) fabrication- covering basic machine tool skills and operation. Students are expected to develop their skills in both of these areas over the duration of this program and have the possibility of entering the Department of Labor apprenticeship program, if qualified.

The course design follows a "see it, draw it, do it" format. The students will first see an actual component, then will draw the component based on their dimensioning and sketching, and finally they will use their understanding of machine technologies to construct the component. In this way, students are exposed to all the skills needed to be successful in the industrial setting and are able to understand completely the engineering design process.

During the first year, heavy emphasis is placed on the basic skills of measurement, layout, interpretation, and use of production drawing. Concurrently with these skills, a working knowledge of basic machine tool practices is learned.

During the second year, the criteria of geometric tolerencing and inspections as well as the concepts of total quality assurance are applied. The students also take their basic working knowledge of machine tooling and apply it to increasing levels of difficulty.

Assessment Tools & Techniques:

This is a competency-based program and is accredited by the National Tooling & Machining Association and the National Skills Standards Project.

Should students satisfy the course requirements and show proficiency in the course work by exam, they have the opportunity to enter a DOL Apprenticeship program and receive articulated credit from SUNY Morrisville, SUNY Delhi, or Mohawk Valley Community College.

Instructional/Environmental Modifications:

Peer tutoring and observation of advanced skills occurs throughout the course.

Materials:

Computer -aided drafting and design (CADD) as a tool for the industrial workplace is utilized. A CADD system is, therefore, needed as well as machine shop tools and fabrication equipment.

Time Required:

Students participate in this program for their junior and senior years.

Reflections:

The course is part of the Tech Prep program and as such is based on a hands-on approach to skill development.

The EDT program is designed to allow students to enter the Design & Drafting, Mechanical Engineering Technology, or Plastics programs at SUNY schools.

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Learning Standards:
ELA #1
CDOS#1, 2, 3a, 3o
MST #1, 2, 3, 4, 5, 6, 7

Floating Coke in Missoula

High School/School-Based Activity

by

Sylvia Thomson and Linda Hobart

Description:

The following scenario is put forward to the students:

Mrs. Lucille Williamson from Missoula, Montana writes Koca Kola, Inc. complaining that her party was ruined because she discovered diet coke floating in her ice chest.

Using a modification of the Xerox Problem-Solving Wheel, the students/employees meet in the "company board room" to identify and solve the problem of the disgruntled customer. The purpose of this activity is to have students research and explore the problem in a simulated business environment. The students use a business and industry problem-solving model and role-play the process involved in a corporate setting. The scientific method and mathematical model are also incorporated and used.

Students are guided through the process of defining the problem, analyzing the problem, brainstorming potential solutions, combining ideas, evaluating and implementing solutions, and finally communicating the problem and solution to the class and the "customer".

Assessment Tools & Techniques:

Continual observations of group interactions and students' ability to stay on task should occur. Each group reported on how they were proceeding before moving to the next part of the lab.

Instructional/Environmental Modifications:

Tables and chairs are needed. A chemistry and biology lab were available, but are not absolutely necessary.

Materials:

Student: pen, pencil.

Teacher: Coca-Cola (Diet and regular), hot plates, glassware (beakers, graduated cylinders), sugar, nutrasweet, other items students may decide to use in designing their experiment. (Most are usually found in the lab.)

Time Required:

Planning: 1-2 hour.

Implementation: at least four 80-minute periods, could take longer if time allows.

Assessment: 20 minutes per paper.

Reflections:

Rubrics should be used so students know exactly what is expected of them, and a point value should be established for each section. An ample amount of time must be set aside for completion.

This activity has also been selected for inclusion in the CDOS and MST Resource Guides.

For more information contact:

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Learning Standards:

ELA #1, 2, 3, 4
Arts #4
Health, PE, FCS #2, 3
CDOS #1, 2, 3a, 3
LOTE #2
MST #1, 2, 3, 5, 6, 7
SS #4

Hematology: Blood and Bone Marrow Diagnostics in the Medical Lab

High School/School-Based, Work-Based Activity

Description:

The Hematology course creates course work for career majors consistent with the state's STW emphasis. In the Blood and Bone Marrow Diagnostics lessons, students prepare, analyze, and diagnose bone marrow smears/blood smears using universal precautions, appropriate stains, and reference norms. Students then take a field trip to NYS Dept. of Health and Ellis Hospital to see how these skills are used in the "real workplace". Their Medical Technology skills are then applied at different lab departments. Throughout the unit and course, students are exposed to advanced medical terminology.

The course fulfills the school's mandatory 3-unit science requirement for graduation. It integrates math, science, technology, English, social studies, and occupational sciences. It also continues those skills learned in Earth Science, Biology, and Chemistry, bringing them to an applied level in the medical field.

Assessment Tools & Techniques:

Techniques: Teacher observation, teacher and student interaction using medical terminology only, higher analytical questioning of the student (ex: "Why do you think marked vacuolization in these white blood cells would indicate Leukemia?"), and feedback from medical professionals who participated in the field trips.

Tools: Scoring guide for Universal Precautions, rating scale on proper use of medical terminology, scoring guide on diagnostic reports, scoring guide for written exam and lab practical.

Instructional/Environmental Modifications:

The room is kept sterile or clean as much as possible. It is set up to simulate a hospital blood lab with appropriate "employee" work stations. Students use computers to research test results and look up standard norms. Students are treated as employees. The teacher behaves and acts like a hematologist inquiring about any errors seen in sterile precautions. The atmosphere is to be extremely professional and work-like. Students are responsible for their own employee lab stations.

Materials:

Students and the teacher need :
Face shields, latex gloves, syringes with caps, bovine red marrow, bovine whole blood lab tested and free of bacteria/viruses etc., lab coats, hematology reference books and any medical software - CD ROMs, medical encyclopedia, medical terminology books, Wright's stain, compound and phase contrast microscopes, prepared disease bone marrow smears, centrifuge, kimwipes, lens cleaner, isopropyl alcohol diluted in spray bottles to continually sterilize the stations, and a germ-free hood.

Time Required:

This entire unit, including two field trip days can take 4-5 weeks. The Blood and Marrow diagnostics take approximately two weeks including an introductory lecture, diagrams instruction in healthy versus unhealthy blood components, and learning proper smear techniques. Assessment takes 2-3 days depending on lab periods. There should be a written exam of at least 2 full periods due to the extensive time spent and the wealth of information in this unit. The lab practical involves identifying bone marrow and blood smears and since students rotate from station to station this will take 2 periods.

Reflections:

The activities identified are some of several in the entire unit. Other activities are research papers, bioethical issues, computer graphics etc.

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Learning Standards:
ELA #1, 2, 3, 4
Health, PE, FCS #1, 2
CDOS #1, 2, 3a, 3b
MST #1, 2, 4, 5, 6, 7

Integrating College and Career Research With the Job Shadow Experience

High School/School-Based, Work-Based Activity

Description:

The purpose of this activity is to have students research and explore career and college opportunities. Students learn about and evaluate career clusters. They also look at colleges offering degree programs in their chosen field.

Students follow a four-part procedure in gathering information for a research paper:

- Use of *Occupational Outlook Handbook* to gather career information.
- Use of G.I.S. program to locate information about schools offering degree programs in chosen area.
- Additional periodical research.
- A shadowing experience.

Students read and write about career choices and they connect this to colleges making a critical decision about contacting schools for information.

The teacher meets with the students and reviews the rough draft, always helping them find information.

A full day job shadow experience is the culmination of the activity. Students are required to use all four English Language Arts skill areas of reading, writing, listening, and speaking to successfully complete their shadow experience. The interview portion is key because students need to listen effectively and respond with appropriate feedback.

Students utilize public speaking skills while sharing their experiences from this project with the whole class.

Assessment Tools & Techniques:

A grading outline is available. Included in grading is business correspondence: a thank you letter, a visual aid for public speaking, and a college letter for specific catalogues.

Instructional/Environmental Modifications:

Instructional modifications are made so that students are working at their seats, in the libraries, or at computers as necessary. Students are very mobile using the town public library and the school library to access information.

On the job shadow, students are in a real work environment. They must interview the experts in the field.

Materials:

Computer access and ordinary research tools - three-ring binder, note cards, rough draft/final draft paper.

Time Required:

Planning the job shadows takes at least 1-2 weeks of employer contacts. The actual implementation of the project is 5-7 weeks which includes class instruction, library visitations, and the job shadow. Assessment takes 1 week to correct papers.

Reflections:

This project has helped all students think about their futures. It encompasses ELA and CDOS learning standards required at a commencement level and integrates skills for career awareness. It also focuses closely on the SCANS skills. This activity has purpose and reflects the types of goals students need to attain to be successful.

For more information contact:

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Learning Standards:
ELA #1, 2, 3, 4
CDOS #1, 2, 3a, 3b

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Junior Achievement of Rochester, NY Area, Inc.

High School/School-Based Activity

Description:

The Junior Achievement curriculum grades K-12 is taught in schools throughout Monroe County by community volunteers. Its objective is to acquaint students with career options in their community and to develop workforce skills by means of engaging activities. Teachers also benefit by connecting with the local business community and learning about jobs available in their area.

At the high school level, a trained volunteer works with students for 20 to 30 weeks. The volunteer serves as a role model and engages the students by demonstrating the connection between school and work and stressing the necessity of communication, problem-solving, decision-making, and quality production skills for success in work and life.

In each lesson there are opportunities to connect school curricula to skill development and workplace learning. The high school programs relate to business, economics, and home and careers skills courses. Students relate economics and business principles to real-life situations. They assume leadership roles, learn interpersonal skills, observe business role models, and explore careers.

"Applied Economics" is a 15-week curriculum which combines the teacher's challenging lessons with the consultant's informative weekly visits. The course content is built upon a frame of experiential learning and engages students in problem solving and critical thinking. Through out the computerized simulation, students set up, operate, and eventually liquidate a small business.

"Success Now" is a three-phase program that spans the school year and a summer month. Phase I allows students, serving as its managers and board of directors, to set up and operate a company. Phase II helps students identify personal strengths and learn about the opportunities and demands of the changing workplace. Phase III matches students with a business mentor at a local firm where they receive a salary and assistance from the mentor in accomplishing their goals.

Assessment Tools & Techniques:

- Pre/post tests are used to measure understanding of the concepts.
- Evaluations and survey of participants give data on skills learned, used, and transferred.

Instructional/Environmental Modifications:

Alternative activities are offered in the curriculum to address the needs of special learners and to address multiple intelligences.

Materials:

Each curriculum has its own kit with materials for 30 students, manual for volunteers, and manual for teacher. Junior Achievement materials are copyrighted and program participation is fee-based.

Time Required:

Planning for the class presentations includes a two-hour training for the volunteer consultant on the specific Junior Achievement curriculum, child development stages, and classroom management, as well as, 30-45 minutes to prep for each lesson.

High School lessons are typical 45 minute to one hour weekly for 20-30 weeks.

Reflections:

Junior Achievement curriculum is easily built upon by the classroom teacher. Connections can be made to all disciplines.

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Learning Standards:

ELA #1, 3, 4	**MST #1, 2, 3, 5. 6, 7**
Arts #4	**SS #1, 2, 3, 4, 5**
Health, PE, FCS #1, 2, 3	
CDOS #1, 2, 3a	

Learning About Better Opportunities Responsibly(LABOR)

High School/School-Based, Connecting Activity

Description:

LABOR is a two-week project intended to actively engage students in the job-search process. This project is conducted by all sophomore students at Romulus Central School. Students are exposed to career opportunities, explore a career that interests them, and experience an actual interview with a professional in their field.

This three-phase process begins with each student developing a portfolio which includes a resume, cover letter, application, two letters of reference, and a two-three page research paper exploring aspects of their chosen career and highlighting skills and education needed, salary, employment potential, work environment, and major responsibilities of their career choice. This portfolio is sent to the interviewer for review in advance of the interview day.

The second phase of this project is interview preparation. Students are actively involved in practice interviews in a variety of brainstorming and role-playing activities. The culmination of phase two is an actual 30-minute interview with a professional in the line of work the student has researched. Phase three of this project is a job-shadowing experience with the interviewer at their place of employment.

The guidance counselor, English, Global Studies, and Business teachers, the media specialist, and Work Experience coordinator all play a role in the delivery of LABOR. For students to attain success, they must be aware of their strengths and weaknesses. They must also have adequate skills in research, writing, speaking, critical thinking, and computer literacy.

Assessment Tools & Techniques:

A rubric is used for each written piece of material presented. LABOR is graded as follows:

30%	Resume, cover letter, application.
20%	Reference letters.
20%	Research paper.
30%	Interview and evaluation.

Instructional/Environmental Modifications

To allow for adequate time, double block periods in the computer labs are used for preparing and editing student portfolios . Large group sessions are held for the entire grade at the beginning and end of the program. A guest speaker gives a presentation on interviewing skills at the beginning of the program. An awards ceremony is held at the conclusion of the program.

Materials:

Students receive a packet on day one of the program which includes the job description they are applying for. Also included are deadlines, criteria for each written piece, the application for employment, two reference letter forms, interview evaluation forms, meeting times and locations, and a sample resume and cover letter. Interviewers receive completed packets on job candidates prior to interview day.

Time Required:

Planning: 2-3 weeks.
Implementation : 10 days.
Grading: 20 minutes per student.

Reflections:

Feedback from students and interviewers at the end of the project has been very positive. Students are encouraged and rewarded by having professionals take an interest in their lives. Many students have found focus and direction from the interviews.

With the increase in the number of colleges requiring interviews as part of the admission process, LABOR give the students a distinct advantage. LABOR is a hands-on method of developing SCANS skills.

For more information contact:

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Learning Standards:

ELA #1, 3 **CDOS #1, 2**

Saturday Morning Search for Solutions

Elementary, Middle School, High School/School-Based, Work-Based , Connecting Activity

Description:

Saturday Morning Search for Solutions (S.M.S.S.), now in its seventh year, is a joint endeavor of Rockland County public and private schools, St. Thomas Aquinas College, and surrounding science-related agencies and businesses. The general goal of the program is to change or strengthen student goals. These goals are believed to transform the students' attitudes and interests which consequently lead to success in learning.

The S.M.S.S. program consists of different grade level oriented math and science curriculum components (seven to ten each year). They roughly align with subjects traditionally taught at a particular grade level, e.g. Earth Science at grade 9, Biochemistry at grade 10. The components are designed by teaching teams. Each instructional team consists of a scientist (or team of alternating scientists), a professional teacher (7-12 or college), and a pre-service teacher. The team is assigned to a group of 15 to 25 students and meets with that group for twenty-five hours over ten weeks on Saturday mornings.

The open interaction between the members of the leadership team is designed to emulate the real science environment, encourage participation, and set the stage for inter-subjective learning. Scientists, teachers, and students all learn from each other and together. Minority and female students have the advantage of working directly with minority group and female role models.

Meetings are on-site at the college or at consortium agencies. This provides exposure to the most current technology and real science workplace settings. Students are grouped according to grade level and area of interest. They work on different curriculum components that are problem-based, interdisciplinary, and of societal importance such as: "What is the probability of an earthquake in our county?", "How are natural products investigated to find helpful drugs?", "How can we use mathematical models and the computer to help us make important world decisions?", "What is the quality of the water of the Hudson River?", "How is research on DNA affecting our lives?"

Assessment Tools & Techniques:

There are no grades or evaluation of content. Instead there is an intensive evaluation of student change in attitude and interest. Quantitative and qualitative data has been collected over a seven-year period via multiple means including a student questionnaire, a parent survey of student behavior, a home school teacher checklist, staff interviews, and ongoing field observation.

Instructional/Environmental Modifications:

These include but are not limited to:

- On-site work locations.
- Team teaching by scientist and professional teacher.
- Cooperative learning.
- Student self-selection.
- As little lecture as possible.

Materials:

Many are provided by cooperating agencies.

Time Required:

Planning: at least two months.
Implementation: 10 or 20 weeks.
Assessment: 5 weeks.

Reflections:

The basic question for our evaluation research was: In a program based on the ideas of constructivism where students are actively engaged in "doing" real science with real scientists as role models and in a novel learning environment, will there be an improvement in students' knowledge of science and will their attitudes about and interest in engaging in science and math be altered? Results have been fairly consistent. Significant program affects are found among twenty- week participants and there is some evidence of change among ten-week participants

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Learning Standards:
CDOS #1 MST #1, 2, 3, 4, 5, 6, 7

High School
Work-Based Activities

Applied Business and Technology

High School/School-Based, Work-Based, Connecting Activity

Description:

The Newfane Central School's Applied Business and Technology Program is an innovative educational alternative that offers students different types of learning experiences to earn high school credit. These experiences may be with the school district, a private sector business, or entrepreneurships.

Students earn school credit by completing hours at a resource (work situation) and by fulfilling the academic requirements of a Learning Experience Activity Packet (LEAP). Seventy LEAPs have been developed that correspond to twenty-five different resource locations throughout Niagara County. The first six goals of each LEAP are standard in each of the packets. The remainder of the goals deal specifically with the subject matter that the LEAP is written for (i.e., English, Social Studies, Math, Science, Health, Business, or an elective).

The goals aimed at the specific subject areas are gathered from subject area teachers, old Regents exams, resource supervisors at the worksite, and the New York State curriculum guidelines.

The students work at their resource for 13.75 hours per week for 9 weeks. (There are 4 possible cycles in the academic year). In addition to completing the LEAP, students attend regular seminars at the ABT center to discuss LEAP progress and work habits.

The teacher visits the worksites once each week, monitors attendance and LEAP progress, and administers tutoring to those students needing to pass an RCT or Regents exams. At the end of each cycle, the teacher evaluates the LEAP goals and work experience and assigns grades.

Assessment Tools & Techniques:

- Weekly evaluation by resource supervisor.
- ABT program coordinator's weekly site visit documented.
- Weekly work habits checklist. Mid-term reports sent to parents and cycle grades report to Senior High for report cards.

Instructional/Environmental Modifications:

The ABT center is a separate building that has several computers for student use at any time. Computers are linked to the High School network and the Internet. The ABT room is not a typical classroom. It has one large table for class discussions and seminars. Individual tutoring is done on a daily basis to meet student academic needs. A wide variety of software is available, including tutorials, references, and instructional games.

Materials:

Students are supplied with notebooks and transportation to and from their resources. They also have access to curriculum textbooks and computer software at the ABT Center.

Time Required:

Currently, two full-time teachers and one half-time instructional associate serve approximately 30 students. The initial planning of the program took ten weeks. Now 30% of staff time is spent planning, 50% implementing, and 20% assessing.

Reflections:

There is an ever-growing population of students who are not succeeding in school or who lack a sense of direction. These students often find themselves approaching the age of high school graduation with few credits, little job training, poor work habits, or low self-esteem. ABT offers these students a safe, supportive environment where each student can experience the risk, challenges, and benefits involved in personal growth.

For more information contact:

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6273 Charlottesville Road
Newfane, NY 14108

Learning Standards:

ELA #1, 2, 3, 4	**MST #1, 2, 3, 4, 6, 7**
Health, PE, FCS #2, 3	
CDOS #1, 2, 3a, 3b	**SS #1, 2, 3, 4, 5**

Bay Shore High School Retail Internship Program

High School/Work-Based, Connecting Activity

Description:

The Bay Shore High School Retail Internship program is a work-based activity that provides our retail management students with worksite experiences in partnership with our business partner, the South Shore Mall. It is related to the district School-to-Work initiative which is "looking to create work linked learning projects to implement SCANS competencies."

Previously, the retail students only ran the school store. This program is designed to be the next step in student learning. The internship gives students real job experience within an educational program. The program meets the needs of all students. The director personally places each student in the position that best suits the student's interests and capabilities. The paid internship is completed with 30 hours of work.

The teacher serves as the program director placing, supervising, and serving as a necessary liaison between the intern and retailer.

Assessment Tools & Techniques:

- Observation: The program director visits the worksite each time interns are working.
- Rating Scale: Retailers complete weekly evaluations of interns progress.
- Discussion: Director and interns meet weekly to discuss progress.
- Employer evaluation.
- A reaction paper at the end of internship.

Instructional/Environmental Modifications:

Knowing students and their abilities on an individual basis and having very detailed job descriptions from employers allows the program director to place students effectively. In addition, some students have very specific skills they wish to acquire during the placement. With this knowledge, the director is able to make a more suitable placement.

Materials:

Employers provide job specific equipment. A student evaluation form is given to the employers for rating students.

Time Required:

Total planning, implementation, and assessment time is 200 + hours.

Reflections:

This has been an extremely worthwhile endeavor for all involved. Occupational Education needs to fill the gap between school and the world of work for all students.

For more information contact:

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Learning Standards:
ELA #1, 3
CDOS #1, 2, 3a, 3b

CHOOSE

(Croton-Harmon Options and Opportunities for A Senior Experience)

High School/School-Based, Work-Based Activity

Description:

CHOOSE is a culminating senior project to facilitate transition from high school to employment or postsecondary education. The goal of the program is to provide students an opportunity to apply their knowledge and skills to create an independent, cohesive experience in an area of personal interest during their senior year. Students have the opportunity to extend their thinking beyond the classroom and become actively involved in the community.

Students choose one of the following options to complete their graduation requirements:

- An internship program in an area of personal/professional interest.
- A focused community service project in one field of particular interest.
- An independent study reflecting upon a specific problem or discipline of interest to the student.
- An independent tutorial designed in collaboration with English and Social Studies teachers which features an in-depth analysis of relevant course topics.

Students participating in the first three options have release time for research, site experiences, and preparation of the final exhibition. Students participating in the fourth option have no release time but are required to prepare a final exhibit.

Students keep journals for personal reflection on their experiences and learning. Students meet individually with mentors once a week. Mentors review journals and keep track of student progress to insure they are prepared to present exhibitions.

Students focus on an area of research based on their field experience. Research will include relevant readings, interviews, television shows, videos, etc. Students prepare an annotated bibliography, commenting on the value of readings done in conjunction with their projects.

Students make a final presentation of their work to an audience that includes their mentor, peers, parents, staff, and community members.

Assessment Tools & Techniques:

CHOOSE serves as the fourth quarter grade for both English and Social Studies and is determined as follows:

- 25% Annotated Bibliography (grade given by English teacher).
- 25% Ongoing process (grade given by mentor in consultation with mentee).
- 25% Journal (grade given by mentor in consultation with mentee).
- 25% Presentation (grade given by averaging scores of members of the evaluating committee).

Instructional/Environmental Modifications:

The individualized choice in selecting from program options and field placement sites allows for necessary individual modifications and accommodations.

Time Required:

Sequence of events-
Fall: Introduce the program and its pre-requisite.
Dec.-Feb: Identify placements.
March: Begin weekly mentor meetings.
April 15: Start field experiences.
May: Outline and complete research project.
June: Present final exhibitions.

Reflections:

The CHOOSE program has been in place since 1993 and receives very positive evaluations from work sponsors, parents, and students. Faculty find CHOOSE a meaningful program that keeps students engaged, focused, and motivated throughout their senior year. The program was designed with the belief that work-based learning yields benefits that classroom-based education alone cannot provide.

For more information contact:

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Learning Standards:

ELA #1, 2, 3, 4 **MST # 2**

CDOS #1, 2, 3a

Community and Private Sector Work Experience/Work Apprenticeship for At-risk Youth

High School/Work-Based Activity

Description:

This program is offered at Broome-Chenango Alternative High School. Offered in a self-paced, individualized manner, the program integrates career education and work experience. Classes in career values prepare students for the "real world" through activities which teach simple tasks such as checking account recording and reconciliation, economical shopping, and personal health and hygiene. Students prepare resumes and develop communication skills for a successful job interview.

Upon successful completion of these prerequisites, students interview for positions in the community and private sector. Two types of participation are available. The Work Experience Program consists of job shadowing and the building of basic work skills at the worksite. It is credit-bearing and offers the student a stipend for participation.

The Work Apprenticeship Program is a higher level opportunity. It is also credit-bearing but in this program students are actual employees of the worksite and receive minimum wage.

Students need to exhibit responsibility in satisfactory completion of course work and at the same time demonstrate good employee attributes. To ensure success, students must follow all school rules and company policies.

Assessment Tools & Techniques:

- Job performance is evaluated every two weeks by supervisor.
- Short informal presentation by student to faculty and/or small group of peers to describe how work relates to school activities.
- Successful completion of one semester of Career Values class.
- Teacher evaluation of academic achievement measured by test scores and class work.

Instructional/Environmental Modifications:

In addition to regular classes, students participate in activities that prepare them to work cooperatively with adults. Field trips and guest speakers encourage students to engage in more mature thinking and help them to be more self-confident in a variety of social situations.

Materials:

- Availability of field trips and guest speakers.
- Student journals.
- Games that improve self-esteem.
- Word processor for resume writing.
- Video camera to tape interviews.
- Tickets for concert or symphony to broaden student experiences.

Time Required:

Planning the program requires two days of in-service and two days set up for teachers. Student participation on the job site ranges from 4 to 20 hours per week dependent on the needs of the employer and the student.

Reflections:

This program has been successful in the development of positive attitudes, improved attendance, and lowered drop out rates. High levels of community support and a better understanding of the needs of at-risk youth have also resulted. More importantly, students appreciate their own self- worth, take responsibility for their actions, and aspire to be gainfully employed and to earn a high school diploma.

For more information contact:

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Cumber Road
Harpursville, NY 13787
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Learning Standards:	
ELA #1, 2, 3, 4	**LOTE #2**
Health, PE, FCS #1, 2, 3	**Arts #1, 2, 3, 4**
CDOS #1, 2, 3a, 3b	**SS #1, 2, 3, 4, 5**
MST #1, 2, 3, 4, 5, 6, 7	

Corporate Sponsor Program

High School-Special Needs/School-Based, Work-Based Activity

Description:

Currently in its second year, the Burnt Hills-Ballston Lake High School Corporate Sponsors Program has doubled its population as well as its services. The program's mission is to place high school students with disabilities in appropriate job sites as student interns and to work cooperatively with the local business community to provide successful experiences for these students and for their mentors.

To maximize a student's possibilities for success in the Corporate Sponsors Program, our business partners must learn and understand the special needs of our student participants. In turn, our district personnel working within the program must develop an understanding of the needs of our participating business partners. The Special Education teacher and Work Studies coordinator make appointments and visit with potential sponsors to introduce them to the program and investigate their needs.

After carefully interviewing potential Corporate Sponsors Program students, the Special Education teacher works with the Work Studies coordinator to develop a "good match" between the student and potential "sponsor". Students must have a desire to learn the particular job, be clear about the potential sponsor's expectations, and agree to respond to those expectations.

After determining that a placement seems like a good fit, the Special Education teacher and Work Studies coordinator revisit the business to discuss the specifics of the program, the role of the job coach, and the special needs of the interested student.

Assessment Tools & Techniques:

For students-

- Monthly worksite evaluation form.
- Monthly conference between student, employer, and job coach or teacher.

For program-

- Number of students securing employment upon completion of the program.

Instructional/Environmental Modifications

A job coach is utilized on the worksite as necessary. The role of the job coach is essential. Getting the "right person" to do this job enables students to be successful. It is important not to overburden the job coaches (1:4 ratio) to ensure they can do their jobs well.

Communication between the Special Education teacher, the job coach, and the business partners is also very important. Business partners need to be "mentors" to the students.

Materials:

As a means to learn necessary workplace skills, students use a CD ROM computer with appropriate software at school.

Time Required:

Staff visit employers and make placements during the summer. Students are on-site from 11:30 to 2:00 daily during the school year.

Reflections:

After a successful first year, 100% of the Corporate Sponsors graduating seniors received job opportunities through their Corporate Sponsor. Though we are proud of this accomplishment, we want to continue to improve the program. To that end , the business partners were asked to identify specific skills students could improve in order to be better prepared them for their jobs. These skills are now being addressed in Special Education classes and through the use the computer.

This program has had a positive impact on the district and community. Business partners begin to feel they are part of the students' education.

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Learning Standards:

ELA #1, 4 **MST #1, 2, 3, 5, 6, 7**
LOTE #1 **Health, PE, FCS #1, 2, 3**
CDOS #1, 2, 3a, SS #5

Environmental Technology Internships

High School/School-Based, Work-Based Activity

Description:

This curriculum provides the background for the students by giving them insight into the world of work. The student participates in internships that provide practical experience in research, writing, analyzing reports, and doing field observations.

To participate, student must be enrolled in an environmental technology program taking courses such as environmental dynamics, ecology, and technical math. This program is intended to introduce high school students to a possible college major and/or career areas.

The coordinator arranges for an internship placement and a mentor/supervisor at local agencies such as Department of Environmental Conservation. Additionally, the coordinator evaluates the other competencies the project is promoting.

The coordinator speaks with the mentor on a weekly basis, keeps track of attendance, lateness, skills being taught and learned; and troubleshoots any problems before they become insurmountable. The coordinator also reviews student journals on a weekly basis and meets with the students on an as-needed basis to ensure that the internship is meeting the needs of both the student and the agency. The coordinator in conjunction with the mentor evaluates the student formally each month.

It is recommended that the internship coordinator teach at least one of the core courses so they know the students and the curriculum.

Assessment Tools & Techniques:

This service learning program ideally can be evaluated by using the SCANS competencies as an evaluative tool.

Each student has a learning standards checklist, which the instructor uses several times during the internship to evaluate the student's progress toward identified learning standards with emphasis on growth and improvement.

Instructional/Environmental Modifications:

Since this is an environmentally-based project, the outdoors becomes the classroom. The end of the school year is recommended for the internship so the student can complete the necessary academic requirements during the beginning months of the academic year.

Materials:

The student and teacher use the natural environment as a classroom. After the regular curriculum is finished in the beginning of the school year, the teacher, mentor/supervisor, and participant use the natural resources that have been identified as serving the needs and requirements of the course.

Time Required:

Students have regular classes in environmental technology courses 5X/week for the months of September-March. Starting in March, they go to their internship placements 2X/week and attend class 3X/week for two hours each session.

Reflections:

With today's emphasis on the environment, this project is pertinent and vital. Interpersonal relationships are fostered. A new career field has emerged for those people who participated and benefited from this unique experience.

The curriculum touches on almost every area of education from reading, writing, math, civics to resource management. The emphasis goes beyond foundation skills, to the workplace competencies so needed in today's world.

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Nassau B.O.C.E.S. P.A.C.E.
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Brookville, NY 11585
(516) 626-1022

Learning Standards:

ELA #1, 2, 3, 4 **CDOS #1, 2, 3a**
Health, PE, FCS #2, 3 **SS #5**
MST #1, 2, 3, 4, 5, 6, 7

Make a Difference - Mentoring Program

High School/Work-Based Activity

Description:
This is a mentoring program for teen parents in the Schuyler-Chemung-Tioga BOCES Alternative High School. The purpose is to provide career-oriented women as role models for our students who often have no working females in their families or neighborhoods. The goals are to introduce students to the workplace through active participation at the workplace. The program also strives to instill work ethics and values as well as teach soft skills to students. This project demonstrates to students that women play an important role in the workplace. The concept of rules and regulations at work is discussed, as well as, the relationship between work and family life and the time demands associated with each.

Upon enrollment in September, each student participates in a career assessment. All teen parents who are not enrolled in an occupational education program are required to participate in the mentoring program. An informational form is completed by each student. The NYNEX mentors also complete the form in an attempt to have a successful match. A mentor luncheon is held in September. Thirty-eight mentors from NYNEX and The Telephone Pioneers participate. The school screens and matches students and mentors, sets criteria for the visits, provides support materials, supervises students at the workplace, and provides transportation.

Assessment Tools & Techniques:
Each time a student visits their mentor a journal entry is required. Evaluation is done by comparing later entries to earlier ones. Coordinators are able to watch for potential problem areas. Attendance, career choice data, and training are all tracked. The final activity for the year is a mock interview conducted by NYNEX including completing an application and entrance exam, scheduling appointments, demonstrating proper dress, and an evaluation of the interview.

Instructional/Environmental Modifications:
Work space is provided by NYNEX for the mentor pairs.

Materials:
Bus transportation to and from NYNEX, printing services for pamphlet given to students and mentors, a folder and journals for each student, and food for the Meet Your Mentor Luncheon and the Recognition Breakfast (at the end of the year).

Time Required:
Mentors and students meet two hours per month at a predetermined time (Initially about two weeks to problem solve and set up is needed). Career Aide - 2 hours/month, Teacher - 2 hours/month, Business Coordinator - 2 hours/month. During the 2 hours at NYNEX, 1 hour is working side-by-side, ½ hour is instruction by NYNEX on the topic of the month, and ½ hour is social time to share personal issues.

Reflections:
Students use their journals to reflect on the skills they used at the worksite and might use elsewhere.

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Elmira, NY 14903
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Learning Standards:
ELA #1, 4
Arts #4
Health, PE, FCS # 2, 3
CDOS #1, 2, 3a
LOTE #2
MST # 3, 5, 6
SS #4

Mall-Based High School and Postsecondary Academies

High School, Adults, Out of School Youth/School-Based, Work-Based Activity

Description:

The Creative Training and Development Company, contracted by Orange-Ulster BOCES, set up and then helped oversee and coordinate the activities of the Hudson Valley Career Academy Commerce Learning Center. The Center is one of the nation's four pilot site mall-based high schools operating under the National Retail Federation/Training for Retail and Commerce guidelines. In addition to studying traditional academics, students at the Academy learn the work skills, habits, and attitudes necessary to succeed in the world of work. The Academy also has a program designed to give current public assistance recipients the skills they will need to become permanently, gainfully employed in the service sector.

The Galleria At Crystal Run in Middletown, NY, owned and operated by the Pyramid Company, donated 3000 square feet of retail space to the Academy and the BOCES provides the instructors, the coordinator, and the educational materials and equipment. Galleria tenants provide mentors for the associates' internships, a role for which they are trained. Teachers facilitate the program.

In addition to studying for their diploma, students study work-based subjects from TRAC (Training for Retail and Commerce) Curriculum and complete three on-the-job internships which provide them with experience and confidence.

Students spend approximately 75% of their time on academics and 25% of their time on work-based learning.

The above guidelines identify the key ingredients necessary for establishing a successful career academy that is jointly managed and resourced by business and education.

Assessment Tools & Techniques:

- Student interviews.
- Observation.
- Checklists.
- Mastery-based testing (i.e., must attain 80% or higher to move on to the next subject or topic).

Instructional/Environmental Modifications:

The school looks more like a business office complex than a school - it is located in a mall.

Materials:

Nothing out of the ordinary required.

Time Required:

Planning: 3-6 months.
Implementation : 6-8 Months.
Assessment: 6 Months.

Reflections:

Students who were not necessarily successful in a traditional classroom are being reengaged in learning and, in 70% of the cases, not only graduating from high school but going on to postsecondary education as well. Donald Green offers 10 proven steps to success:

1) Hire the coordinator, then start the project.
2) Hire someone from the private sector to be your coordinator.
3) See the beginning of the project as a private-sector style PR campaign.
4) Create PR/info packs.
5) Pick 5 different mall developers and shop the concept to all of them.
6) Be highly visible.
7) As you're making the rounds, start putting together your operating and steering committees.
8) Have a selective admissions policy.
9) Maintain high standards.
10) Respond to the needs of your industry partners.

For more information contact:

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e-mail: ctd@warwick.net

Learning Standards:

ELA #1, 2, 3, 4 **CDOS #1, 2, 3a, 3b**

Modelmaking Internship

High School and Adult/School-Based, Work-Based Activity

Description:

Second year Mechanical Technology and CADD students become familiar with basic machining operations, CADD programs, and plastic technology at the vocational centers. The Fisher Price Modelmaking Department then provides instruction on advanced machining, CADD programs, and plastic technology to supplement student learning. Students ultimately participate in a three-week internship at the company where they develop and produce two models.

Students participate in a pre-employment skills session where they develop a resume and letter of application and complete a job application. This piece ends with a simulated job interview.

While at their internship sites, students participate in department meetings, keep an entry log of daily activities, and discuss how they produced their projects with colleagues.

Students must use basic, thinking, and interpersonal skills and personal qualities while participating as part of a team during their internship. They also apply their knowledge of technology to identify and solve problems, organize and communicate information, decide how resources should be allocated, and evaluate and discuss modifications.

Assessment Tools & Techniques:

- Training agreement with Fisher Price and vocational instructors.
- Student log.
- Completed models.
- Employer/Supervisor evaluation.

Instructional/Environmental Modifications:

None required.

Time Required:

A total of 23-26 days are required.
Teachers and employers meet over a period of 3 days to develop a calendar of events for:

- Field trip (1 day).
- Field trip follow-up (1 day).
- Pre-employment training (3 days).
- Interviews (1 day).
- Internship (12-15 days).
- Evaluation (1 day).

Reflections:

This experience allows students to utilize their vocational and academic training in developing their two models with input and guidance from people in their chosen career field. It also gives the students the opportunity to observe and participate in real production.

This program is an ideal model. The concept of project and internship could be developed with other vocational or academic programs. To address the English Language Arts Learning Standard, students could be expected to write a summary of their experiences to be included in final evaluation of their internship.

For more information:

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Angola, NY 14006
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Learning Standards:
ELA #1, 3, 4
CDOS #1, 2, 3a, 3b
MST # 1, 2, 3, 4, 5, 6, 7

New Visions: Health Professions Program

High School/School-Based, Work-Based Activity

Description:

Selected high school seniors are given the opportunity to be involved inside a hospital each school day. Through this activity, they are able to learn what is required of a health care professional on a daily basis. The students are assisted with career choices through the program. Problem-solving techniques are enhanced through these real-life experiences.

The New Visions Health Professions Program is offered as a course and is used to teach English 12 and Social Studies 12 through integrated academics in the hospital setting.

A student interested in the New Visions Health Professions Program must be a senior who has demonstrated interest in the health career field, a maturity and ability to work both independently and in teams, met graduation requirements up to the point they begin participation in the program, been recommended by a high school guidance counselor and principal, completed three years of science, completed three years of math, and who plans to attend a postsecondary institution.

Students are rotated into various hospital departments to observe and assist health care professionals.

The teacher is responsible for planning, organizing, and coordinating an interdisciplinary curriculum which has components to fulfill the English 12, Social Studies 12, and Health course objectives. All activities and projects are based on the health care industry. 80% of course time, students are working with health care providers. 20 % of the time is spent in class.

Assessment Tools & Techniques:

- Portfolio: problem-solving techniques, clinical analysis, comparison exercises, cooperative learning groups, authentic assignments, weekly journal writing.
- Video and audio tape.
- Daily grading of professionalism.
- Departmental checklist.
- Self/Peer/Teacher evaluation.

Instructional/Environmental Modifications

Modifications are made to include weekly assignment sheets, integrated activities, student conferences, and seminar groups, since class is not offered in a traditional setting. Teaching sites must be arranged within the hospital.

Materials:

Students: lab coats, scrub pants, photo i.d., Health Occupations textbook, research paper guide book, medical dictionaries, health journals.
Teacher: computer, printer, portable TV/VCR, overhead, answering machine, beeper.

Time Required:

Planning and coordination between teachers and coordinators: 3 hours per week. Implementation and assessment: 7 hours of the school day, plus.

Reflections:

The program has assisted students with career/college choices. Verbal feedback from colleges, where past students are enrolled has emphasized New Visions students' preparedness for college.

The program relates to other learning standards as students accomplish the following objectives:

- Speak and write in-depth about the connection between school work and the workplace.
- Develop career plans based on the knowledge gained through experiential learning.
- Begin preparation for professional and technical careers.
- Demonstrate their socialization in the workplace.
- Apply previously learned academic knowledge/ skills to professional tasks.

For more information contact:

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Oneida-Herkimer-Madison BOCES
PO Box 70
New Hartford, NY 13413

Learning Standards:	
ELA #1, 3, 4	**MST #2**
CDOS #1, 2, 3a, 3b	**SS #1, 2, 3, 4, 5**

NYSEG/Depew Union Partnership Program

High School-Special Needs/Work-Based, Connecting Activity

Description:

Each year, as part of the annual review of Individualized Educational Plans (IEPs), transition plans are discussed and a list of students turning 16 years and older and interested in the work study program is provided to the work study coordinator. The program is explained by the teacher and counselor during the IEP transition planning conference with the student and parent. During that orientation, some of the available job opportunities are described. Procedures for earning a high school credit are also clarified.

The assigned guidance counselor completes an assessment of each participating student. It summarizes vocational interests, strengths, and experiences. The summary is compiled by the counselor, teachers, parents, and student together.

A plan is then agreed upon including:

- Types of jobs which would round out a student's work experience.
- Hierarchy of job preferences.
- Specific instructional needs and goals.
- Activities and personnel assignments to meet the instructional goals (e.g. social relationship skills to be modeled, group counseling).

Community mobilities and money skills are included and an in-school instructional period devoted to these skills is taught by the special education teacher.

Students are paid a stipend of $3.00/hour up to 50 hours by the school. Each student's plan and program is reviewed at least monthly by the job coach and the work study coordinator. Students participate in these review and planning sessions.

Each participating employer receives support from school personnel. Through regular phone contacts and on-site observation, school personnel monitor student progress toward goals. The job coach is assigned at the monthly planning meetings to monitor each student's in-school and on-the-job progress.

Assessment Tools & Techniques:

- Worksite mentor evaluation form.
- Daily checklist.
- Student Performance Record.
- Work study coordinator and job coach notes.

Instructional/Environmental Modifications:

Modifications are followed according to each student's IEP.

Materials:

- Specialized clothing for student (safety shoes, hats, gloves, etc.)
- Co-op software: To make workplace competencies explicit objectives of instruction, to document student workplace skills and knowledge, and to provide a portfolio for students of competencies achieved.
- Specialized curriculum presented by NYSEG administrator and locally created School-to-Work course.

Time Required:

Planning of this program took place over a one-year period. Students participate throughout the school year. Assessment of the students and the program occurs on an ongoing basis.

Reflections:

Obstacles to the success of the program have been finding the necessary financial resources and obtaining transportation to the worksite for the students. Help in addressing these issues was received from the Western New York Regional School-to-Work Partnership.

For more information contact:

Dr. Susan Gillick
Depew Union Free School District
591 Terrace Blvd.
Depew, NY 14043
(716) 686-2466

Learning Standards:
CDOS #1, 2, 3a

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Pine Bush High School Work Experience Program

High School & Out-of-School Youth/School-Based, Work-Based Activity

by

Mindy Brock and Richard J. Reich

Description:

The Work Experience Program provides students who are working with a series of career development and employability skills activities and an opportunity to earn school credit. Students must complete a minimum of activities, some required, from a total of 25 possibilities. In some cases, students interview and/or visit a career representative in a field they are interested in.

A portfolio of student work must be completed, in addition to proof of hours worked, in order to receive a half credit elective for this work experience program. The students are responsible for selecting from a series of tasks and recognized standards of performance that will be accomplished prior to completion of the course. Students document achievement of these skills necessary to obtain employment and be successful in the workplace. This documentation is included in the portfolio along with other project work. Students use a computer program or the Internet to do a job search, write a resume and a cover letter, or make application for a job or college. These elements are also incorporated into the portfolio of student project work.

Completion of these tasks requires extensive use of computer technology and the involvement of the employer. Completed portfolios are evaluated by faculty/staff and administrators, and for some tasks, the employers.

A guidance assistant (GA) is responsible for recruitment, program orientation, and assisting students in development of their portfolios. The GA also assists students in locating employment and shadowing activities.

Assessment Tools & Techniques:

- Completion of at least 9 of the 25 tasks on the school-to-work activity checklist.
- Completion of weekly time sheets which will show student hours of work.
- Written documentation in student portfolio.

Instructional/Environmental Modifications:

Students meet with the GA before, during, or after the school day to turn in proof of hours worked, as well as, pick up assignments and review the activities completed. This program flexibility allows a large number of students to be served.

Materials:

- Computer resources: The ExPan, College View or GIS Computer Programs, and the Internet.
- Reference Library of career resources.

Time Required:

The GA with primary responsibility for this program has a ten-month position which involves flexible time scheduling so the GA can be available to students in the evening high school program as well. Additionally, teachers provide assistance in evaluating student activity tasks and a district-wide Director of Guidance provides two hours of administrative support per week.

The time commitment varies for students but in general, students meet for one half hour weekly with the GA and complete approximately 9 activities that take approximately 10-15 hours in total.

Reflections:

While initially seniors were targeted, juniors are actually more willing to enter and likely to complete all aspects of the program for credit.

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Learning Standards:	
ELA #1, 2	**MST #2, 5, 7**
Health, PE, FCS #3	**CDOS #3a**

School Partnership With an Aquarium

High School-Special Needs/School-Based, Work-Based Activity

Description:

Students in the Special Needs Work Study Program assist the Riverhead Foundation for Marine Preservation and Research (the only NYS permitted facility to rehabilitate and release Marine mammals and sea turtles) in the following ways: selling admission tickets, running the gift shop, inputting data, and assisting the marine stranding program.

Once a week the students are bussed to the Foundation. A group of students inventory the stock and reconcile their data with the cash register report. When new stock arrives they inventory, code, price, and stock the items. They create displays and analyze placements to minimize theft. Other students input data from the research and others input data concerning volunteerism. In class during the week the students survey catalogues, make decisions about purchases, and write purchase orders. They also have surveyed grade school students to see what they would like to buy when they go to an aquarium on a field trip. The teacher and aides work along with the students to promote accuracy. The teacher must keep contact with the Foundation to monitor what work they foresee needing to be done.

Assessment Tools & Techniques:

- Teacher observation.
- Participation in class discussion to determine how to improve performance.
- Checklists.
- Photographs.

Instructional/Environmental Modifications:

The students function below grade level thus there is occasionally the need to read documents and check for accuracy.

Materials:

Computer programs: Peachtree Accounting, Windows 3.11, Atlas GIS/Arcview, cash register capable of giving data concerning number of specific items sold, catalogs, purchase orders, calculators.

Time Required:

Two hours was required to meet with the organization to explain project goals and obtain their commitment.

The students completed a ten-week course to learn appropriate skills and work attitudes. Work at the Foundation is two hours a week, plus two hours per week is spent on other projects such as surveys for purchasing.

Reflections:

The initial reaction to bringing in special needs students was stereotypical. Immediately they were told that they could vacuum, clean windows, and sweep the grounds. I directed the students to start working in the store as previously agreed. The staff could not believe that they were capable of keeping such accurate records. The store displays were much more inviting and their behavior was wonderful. Special needs students need the opportunity to prove that they can do it (even if they at first do not believe it either). They also gain self-confidence when someone outside of the educational world praises their work. Working at a real site demonstrates to them that the skills taught in school are needed.

For more information contact:

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Riverhead, New York 11901
(516) 369-6727

Learning Standards:

ELA #1, 2 ,3	**MST #1, 2, 3, 4, 5, 7**
Arts #1	**SS #3**
CDOS #1, 2, 3a, 3b	

The Cornell University Food Industry Internship Program

High School/School-Based , Work-Based Activity

Description:

The Cornell University Food Industry Internship (FII) Program prepares talented high school students for challenging careers in the food industry. As result of a partnership between students, high schools, food industry companies, and the Cornell Distance Education Program, high school juniors and seniors study through the Cornell Cooperative Extension Distance Education Network and at the same time put what they learn into practice as employees at participating food industry companies.

This is a coordinated school and work experience that provides numerous opportunities for students to learn, practice, and become proficient in each of the Universal Foundation Skills as outlined in the learning standards for CDOS.

The FII program offers a path to a career major in the retail food industry as well as a myriad of other career paths including security, accounting, food management, public relations, graphic arts, etc.

Student interns rotate through each department in a retail food store gaining career -specific technical knowledge and skills and are trained specifically to become managers and leaders in the retail food industry.

Students must be extremely self-motivated and disciplined as FII courses and work are completed in addition to their other studies and the FII course work is on a university level. Interns must maintain a minimally specified grade point average to receive the store offered college tuition reimbursement.

Students participate in the following course work:
Juniors-Fundamentals of Food Industry, Front-end Management, Economics of Business, Effective Communications, and Customer Relations.
Seniors-Grocery Management and Operations, Produce Management and Operations, Meat Management and Operations, and an elective in deli, bakery, cheese, seafood, or floral.

Assessment Tools & Techniques:

- Testing upon completion of each course.
- Formal Cornell progress report each quarter.
- Individual store assessment tools.

Instructional/Environmental Modifications:

Schools may choose to substitute high school course work with Cornell course work and credit the students towards high school diplomas.

Time Required:

The school mentor/teacher spends an average of five hours per week on grading and assessment of interns.

Students participate in internship approximately 12 hours per week and in course work two afternoons per week.

Reflections:

This program is unique in that it is a paid internship. Students may also receive up to six credits of advanced standing at participating colleges and are eligible for tuition reimbursement provided by our corporate partners, Price Chopper and Hannaford.

FII reflects Best Practice by tightly connecting school and work experiences, allowing students to apply skills learned at school in the workplace and vice versa. Students also have a mentor to guide and assist them in their learning both at school and at the participating store.

For more information contact:

Wenonah F. Kemp
Cornell Cooperative Extension
50 West High Street
Ballston Spa, NY 12020
Phone: (518) 885-8995

Learning Standards:
ELA #1, 2, 3, 4 **CDOS #1, 2, 3a, 3b**
Health, PE, FCS #2, 3

Walton/Lehman Pre-Teaching Academy

High School/School-Based, Work-Based

by

Anne Rothstein and Phyllis Opochinsky

Description:

The goal of this program is to engage qualified minority teenagers in teaching internships to give them first-hand experience with teaching, provide them with the support and training necessary for success as both students and teachers, and motivate them to enter the teaching profession. In addition to its effects on teenagers, the program also has an impact on participating teacher-mentors, on the high school in general, and on the students in the classes where the pre-teachers are assigned.

Students enter the internship as early as the 10th grade. Through the program, students are introduced to teaching careers, explore careers in education, and develop the personal skills and attitudes compatible with working with people in general and teaching in particular. They learn how their knowledge, abilities, and skills can be applied in the classroom and are able, through written lesson observation and their journals, to demonstrate mastery of competencies essential for success in teaching. Students also participate in a college-level course to acquire career-specific technical knowledge and skills.

In the classroom, students gradually progress from serving as tutors and homework helpers to team teaching part of a lesson; to teaching parts of a lesson on their own; to teaching an entire lesson; and finally to teaching a series of lessons in a unit. The students are responsible for preparing their own materials, writing and submitting a lesson plan, and reviewing this with the program coordinator and teacher/mentor.

The classroom teacher serves as mentor, observes the teaching, discusses the lesson or part of lesson presentation with the pre-teacher, and provides feedback and constructive criticism. Once or twice a semester the teacher/mentor prepares a formal written teaching observation. The program coordinator reviews intern journals, provides feedback and support, and teaches the college course.

Assessment Tools & Techniques:

- Evaluations of pre-teachers by program coordinator and cooperating teacher(s).
- Program evaluation by pre-teachers and mentors.
- Alumni surveys.

Instructional/Environmental Modifications:

The only instance of change from a traditional classroom setting was for a special program to target students who were seriously behind in course work in their regularly scheduled classes. Interns used methods of individualized and small group instruction to assist these students.

Materials:

The following tools are available to interns: a resource library of textbooks, resource books, and reference books; a copier, typewriter, computer, and printer.

Time Required:

Planning: 6 months. Implementation: School year: 2-12 hours/week. Summer: 25 hours/week. Assessment: 4 hours/week.

Reflections:

During the school year and in the summer, approximately 75 high school juniors and seniors complete teaching internships under the supervision of teacher/mentors. An important aspect of this program is that it actually puts high school students in front of a class of their peers and provides them the opportunity to experience classroom teaching first-hand. Pre-teaching interns consistently report increased self-confidence and communication skills are gained from the program.

For more information contact:

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Bronx, NY 10468
(718) 960-8569

Learning Standards:

ELA #1, 3, 4	**MST #2, 3**
CDOS #1, 2, 3a, 3b	**SS #1**

Youth Apprenticeship Program

High School/Work-Based Activity

by

Sandra Watkins and Ruth Henneman

Description:

The Youth Apprenticeship Program is designed to offer high school juniors and seniors the opportunity to see direct connections between school learning and employment while working in their occupational field of interest. The objectives of the program are for participating students to:

- Discover the relevance of academic course work to work experiences.
- Develop a broad knowledge of the educational requirements, career pathways, and job responsibilities within a specific occupational area.
- Develop technical and high performance work skills.
- Plan and execute a long-term project and present findings in a public exhibition.

Youth apprentices leave school for part of the day and work 15 to 20 hours per week. They rotate through a series of placements within one of four areas: Manufacturing, Engineering, Business/Information Systems, Hospitality Management, or Health Care.

Youth apprentices may earn up to five Regents credits over two years, and may continue through two years of college. Their learning objectives are listed in groupings of technical, personal, and social competencies which serve both as a plan for what they will learn and a record of what they have learned. In each placement, apprentices work under the direction of one or more coaches who are responsible for teaching and supervising them.

The selection process begins with a presentation to tenth grade students and requires that each applicant submit an application package and meet the following selection criteria:

- Strong interest in the occupational area of the apprenticeship.
- Commitment to make time for the apprenticeship.
- Dependability and responsibility demonstrated in attendance records.
- Passing academic courses.

Assessment Tools & Techniques:

- Site visitations (school and SABA).
- Coach/mentor meetings.
- Student Portfolio: resume, work samples, senior project, evaluation record, letters of recommendation, and interim evaluation based on SCANS.

Materials:

- Mutual Expectations and Labor Laws Agreements between student, school, and firm.
- Youth Recruitment Kit for school officials.
- Coaches Guide for business partners.

Time Required:

- New firm recruitment: 4 months.
- Identify positions and develop announcements: 4 months.
- School/firm coordinator meetings: bi-monthly.
- Parent Orientation: 3 months.
- School Orientation /Waiver Process: 3 months.
- Develop new rotations/competencies: 4 months.
- Evaluation notebook revisions: 3 months.
- Evaluation administration: 2 months.
- Senior Projects administration: 4 months.
- Coaches training workshop: 3 months.
- Orientation for new firm and school coordinators: 1 month each.

Reflections:

Students are required to keep a journal of their daily activities and thoughts.

For more information contact:

Sandra Watkins, School-to-Careers Partnership of Broome and Tioga Counties
435 Glenwood Road
Binghamton, NY 13905 (607) 763-3220

Learning Standards:

ELA #1, 2, 3, 4 **MST #2, 3, 5, 7**

CDOS #1, 2, 3a, 3b

High School
Connecting Activities

Business Endorsed Diploma

High School/Connecting Tool

Description:

Students in the Jamestown, Falconer, Frewsburg, Panama, Sherman, and Southwestern School Districts may opt to receive a Business Endorsed Diploma. To successfully complete the program of study they must meet the following specific academic and workforce preparation standards:

Academic Components:
(in addition to requirements for the General Diploma)

- Pass Course I and Course I Regents examination.
- Score above 75% on the R.C.I.
- Score above 75% on composition portion of the writing competency.
- Achieve 80% on the report and letter writing sections.
- Pass Introduction to Occupations.
- Secure annual written evaluation from guidance counselor.

Work Readiness Components:

- Grades 9 & 10: Participate in at least 10 SABA (School and Business Alliance) Club monthly meetings. Meetings focus on team building, budgeting, career interest, career research, identifying values, goal setting, time management, leadership, organizational and entrepreneurial skills. (1/4 credit)
- Grade 11: Students must attend 5 special training modules followed by seven monthly meetings. This program focuses on interviewing techniques, resume writing, job applications, and job-hunting techniques. (1/4 credit)
- Grade 12: Students participate in an on-the-job internship consisting of 100 hours of training at the worksite and additional program activities as required. (½ credit)

Assessment Tools & Techniques:

- Annual student evaluation forms.
- Attendance/participation requirements.
- Transcript review.

Instructional/Environmental Modifications:

In meeting the academic requirements of the program, students have the opportunity to take courses and exams more than once if necessary to meet a standard.

Time Required:

- 20-30 hours of program meetings.
- Additional time for career research is required outside of meetings.
- 100 hours of worksite participation.

Reflections:

Graduates' names are listed in the Chamber of Commerce newsletter. Businesses have agreed to give graduates with a Business Endorsed Diploma an advantage when considering candidates for job openings. Students are also told to include information about their participation in this program when applying for postsecondary admission.

For more information contact:

Candace Huber
Erie 2 BOCES
Hewes Education Center
Rt. 394
Ashville, NY 14710
(716) 763-1801

Learning Standards:
ELA #1, 2, 3, 4
CDOS #1, 2, 3a
MST #1, 2, 3, 4, 5, 6, 7

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Stanley Isaacs Neighborhood Center Youth Employment Program

Middle, High School, & Out-of-school Youth /Work-Based, Connecting Activity

Description:
The Youth Employment Program consists of three services: STRIVE (Structured Training Results in Valuable Employees), a Job Bank, and a Youth Leadership Program (YLP).

Through Youth Leadership, 24 adolescents (14-15) too young for mainstream employment, tutor children in the Stanley Isaacs After-school Program, are companions to homebound elderly, and revitalize neighborhood parks.

Young adults (16-24), both in and out-of-school, use the services of the Job Bank which provides basic job search skills and an opportunity to put these skills to work using classified job listings and the phone bank.

STRIVE is an intensive three-week attitudinal and entry-level employment competency-building model for out-of-school young adults who are seeking employment. STRIVE focuses on core competencies for entry-level employment. Recognizing that participants' needs do not end once placed in jobs, follow-up and support continues for 2 years to help them build a successful employment record.

Youth Leadership participants spend 4-6 hours per week working on their community service assignment. STRIVE has a 3 week curriculum that emphasizes mentors, conflict resolution, communication, teamwork, and entry-level job competencies.

Assessment Tools & Techniques:
STRIVE: TABE test for math and reading, participant journals, production of short videos, a checklist of employment competencies, personal feedback, and a promotional ceremony for success shared with family and peers. STRIVE participants evaluate activities and are asked for suggestions; and trainers incorporate suggestions into the classroom.

Youth Leadership: This helping opportunity is organized into three quarters. At the end of each quarter, each helper is provided with feedback on their performance relative to attendance, completion of activities, relationship to supervisor, and ability to get along with others.

Instructional/Environmental Modifications:
STRIVE classroom training is designed so participants can interact with each other and build the personal skills necessary to succeed in the workplace. (Set tables in a semi-circle to encourage interaction).

Materials:
YLP : Reading materials, gardening materials, and notebooks for journal.
Job Bank: Phones and newspapers.
STRIVE: Video camera, computers, and class supplies.

Time Required:
YLP requires 2 months planning to recruit helpers, provide an orientation, recruit participants, and develop program outlines.

STRIVE operates every three weeks with the fourth week for recruitment and orientation of new participants. Four hours per month are required for follow-up with participants by phone to determine if they are still employed.

Job Bank is available daily. Staff time is required to review journals.

Reflections:
The programs described help those in need to help themselves gain greater control of their lives and contribute fully in the social and economic life of the community and city. The focus on attitudinal adjustment in STRIVE is an example of an important strategy to assist low-income young adults, who have experienced barriers to employment, in building the confidence to succeed and thrive in the work world.

For more information contact:
Howard A. Knoll
Stanley Isaacs Neighborhood Center
415 East 93rd St.
New York, NY 10128
(212) 360-7625

Learning Standards:
CDOS #1, 3a

Student Association Meetings

High School, At-risk Youth/Connecting Activity

Description:

Students become members of the Student Association upon entering the Youth Opportunities Program, a dropout prevention and year-round part-time work program with a focus on health-related careers. The Student Association meeting is the primary vehicle for the delivery of training in employability skills, choosing a career and college, conflict resolution, basic life skills, and health topics.

The SA meeting in combination with the on-the-job experience, provides the students with a forum to discuss the practical application of training to the actual work experience. Concurrently, students team up with staff for one-on-one work experience and mentoring. It is through the training presentation and discussion that students are able to synthesize and process the information on a personal level and later apply these techniques to choosing a career and on the job.

Career choices are discussed through a variety of models including guest speakers with real-life work experience. The topics include:

- What the career entails.
- How much education and training is needed.
- Where this education is offered (college, etc.)
- How to tailor high school course work to achieve requirements for qualification.
- Where jobs are located.

Assessment Tools & Techniques:

- Teacher observation.
- Group discussions.
- Questionnaires.
- Student portfolios.

Instructional/Environmental Modifications:

Nontraditional classroom setting, i.e. circle seating, relaxed atmosphere, colorful environment, and positive messages visible.

Materials:

For students:

- Folder to hold handouts, questionnaires.

For teacher:

- Audio/video material.
- Handouts.
- Arrange for guest speakers.

Time Required:

Planning: Part of work day based on needs of the students.

Implementation: SA meetings tend to run 1 to 3 hours as needed.

Assessment: Any follow-up information for specific students can be done one-on-one in one-on-one counseling sessions.

Reflections:

Having students together, interacting with one another, reminds them that others share similar interests and concerns. This creates a positive feeling about the meeting. Guest speakers provide networking opportunities and expanded connections to other learning standards.

For more information contact:

Norma Talavera, Coordinator
Special Employment Programs
NY State OMRDD
Workforce Planning and Development
44 Holland Avenue
Albany, NY 12229
(518) 370-7316

Learning Standards:
ELA #1, 4
CDOS #1, 2, 3a

Student Generated "Career Major" Community Breakfast

High School/School-Based, Connecting Activity

Description:

For the past three years, Farmingdale High School has hosted a community "Career Major" breakfast. This breakfast is organized around tables focusing on each of the career major areas.

At each table there are:

- 5-6 business people representing that career major.
- 3 students interested in that career major.
- An administrator whose area of interest or expertise aligns with the career major.
- A guidance counselor, social worker, or psychologist.

Although this project started in Advanced Foods classes, students needed to use many skills they had previously learned in Language Arts, Math, etc. to execute the breakfasts. Students from the Business areas create a data base, mailing the invitations and running registration for the breakfast. Carpentry students use math and manual skills to build the tables for the breakfast. Students plan the agenda, cook the meal for over 150 participants, and train the students sitting at the tables. The work includes:

- Picking the date.
- Planning the agenda.
- Preparing the invitations.
- Cooking and serving the meal.
- Decorating.
- Designing questions to be asked and leading table discussions.
- Soliciting business participation in the job shadowing and internship programs.
- Planning follow-up meeting for participating students.

Assessment Tools & Techniques:

- Continued interest and attendance by business people.
- Evaluation forms completed by students and business people.
- Evolution of the event over time to be student driven and directed. (The breakfasts began 5 years ago and were administrator-driven at that time.)

Instructional/Environmental Modifications:

The classroom is a laboratory, but the actual event takes place in a cafeteria. The Home Economics room, Carpentry Shop, computer labs, etc. were used on an ongoing basis.

Materials:

Materials range from card stock for the invitations to food to lumber for the tables.

Time Required:

The project is a six-week effort from planning to follow up.

The actual event was scheduled from 7:30 to 9 a.m. on a school day morning.

Reflections:

A community breakfast has been in place in the district for the past five years. Three years ago the focus was changed to be a Career Major breakfast. Initially administrators were in charge of the program. This past year, students sitting on our Citizens Advisory Council on Occupations announced that it was time that students took over the breakfast.

The event is extremely positive for public relations. Community members relish this opportunity to converse with students.

For more information contact:

Ellen Krammer (516) 752-6665 or
Pat Montemarano (516) 752-6673
Farmingdale High School
150 Lincoln St.
Farmingdale, NY 11735

Learning Standards:

ELA #1, 2, 3, 4
Arts #1, 4
Health, PE, FCS # 2, 3
CDOS #1, 2, 3a, 3b
MST #1, 2, 5, 7
SS #1, 2, 3

Adult
School-Based Activities

Activating Potential For Success

High School, Adults, Out-of- School Youth /School-Based

Description:
This is a holistic approach, focusing on the whole person and the many life issues relating to success in the workforce. Lessons focus on integrating employability skills with self/family needs and life management skills. Instruction focuses on developing workplace skills such as work ethic, attendance/punctuality, appropriate dress, teamwork, conflict resolution skills, and acceptance of supervision.

Students are expected to do career research, mock interviews, self assessments, and experiential exercises. The instructor creates lessons addressing issues such as reinforcement of School-to-Work initiatives and encouraging empowerment of students. Students also keep a journal of self-discoveries and experiences.

A social worker also participates in the program and reviews student journals with the teacher. As potential barriers to achieving success are discovered in class or in the journals, the social worker addresses these issues and/ or seeks assistance from the appropriate social service agency or other resources.

This program is geared to the adult and basic reading skills are necessary. There will be handouts and newspaper articles that are part of the curriculum and at least an elementary level of understanding is vital. In order to implement this program, students must be selected on their motivation, attendance, and willingness to try new things.

Assessment Tools & Techniques:
Portfolio assessment is ideal for this project. There are checklists to be placed in folders and written evaluations by the student, teacher, and administrator. Samples and pictures of activities could be included and the teacher may want to complete a Learning Standards Checklist.

The teacher and student work together to create and maintain a folder with a checklist to be completed by the student. Additionally, there is a written evaluation by school personnel and involved community members.

Instructional/Environmental Modifications:
Privacy is necessary for this project to succeed, so teachers and participants must be selected carefully. The physical setting should be a room conducive to little noise with a feeling of security.

Materials:
The teacher uses many worksheets created for this project and some audio-visual equipment to record mock interviews. The teacher prepares any handouts related to the diverse topics covered in the program. Audio-visual equipment is used fairly often and should be in the room during the APS time allocation. Career manuals such as *Vocational Biographies* are useful.

Time Required:
This program involves 75 hours of classroom instruction.

Reflections:
Students who internalize the concepts offered in this program demonstrate continuous improvement in coping skills, decision making, and problem solving. The self-esteem of participants is also raised.

This program is most effective with adults or high school seniors. These populations feel more of a sense of urgency in gaining the job search, problem-solving, and goal-setting skills offered. Younger students do not take this activity as seriously.

For more information contact:
Maryann Norcott
Long Beach School District
235 Lido Blvd.
Long Beach, NY 11561
(516) 897-2263

Learning Standards:
ELA #1,3,4
Health, PE, FCS #3
CDOS #1,2
MST #7
SS #5

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Workers NOW, Sales Associate Training

Adult, At-Risk Youth, High School/School-Based, Work-Based Activity

Description:

This program provides students with the information, skills, and access necessary to find and keep a job. The program addresses the following three instructional objectives:

- Students will be able to write a job description for their role as student.
- Students will match their skills, abilities, and personal characteristics to a job.
- Students will receiving training in all aspects of a retail business and continue work toward mastering the skills necessary to earn a professional sales skills certificate.

To accomplish these objectives, students participate in a variety of activities and experiences including meeting with business representatives from several companies to discuss employer expectations, viewing appropriate videos including "The Job Connection: Looking for Work"and "Mervyn's History of Customer Satisfaction", and discussing the personal traits and characteristics needed in getting and holding a job. Students also receive instruction from Mohawk Valley Community College faculty and New York Department of Labor representatives.

To complete the third objective, six modules from "Raising Retail Standards" are used in the Sales Associate training provided by Mohawk Valley Community College. Upon successful completion of the training and continued good progress towards achieving their GED, students are accepted into a paid work study program after participating in the employers' regular hiring process. These "Retail Cadets" work either after school hours or during school hours after GED class is completed.

Assessment Tools & Techniques:

- Daily journals (GED students) and Job/SCANS journals for Retail Cadets.
- Student self-evaluation.
- Evaluation forms for Sales Associate Training.
- Student questions of guest speakers.
- Videotaped mock interview.

Instructional/Environmental Modifications:

Role-play and class discussions are used to assist the students in understanding concepts.

Materials:

- Guest speaker.
- Videos: "10 Easy Ways to Lose Your Job"; "12 Easy Steps to Get Fired"; "Job Connection: Applying for Work"; "Resumes that Get Results"; "Ethics in the Workplace".
- *Occupational Outlook Handbook.*
- *Dictionary of Occupational Titles.*

Time Required:

The Sales Associate Training sessions were 1½ hours every Tuesday for 7 week. This will be increased to 8 weeks.

Reflections:

The program makes school preparation more relevant to the work, especially for GED students. Students are directly acquainted with employers from the area and their expectations of employees. The cooperation of business partners in hiring individuals who complete the sales associate training and continue to progress in GED studies is a powerful incentive for students.

Training should begin as early as possible in September so that it is completed and job applications are submitted before the retail stores begin hiring for the Christmas season. A second session should begin in early January to prepare students for spring hiring opportunities.

In addition to GED students, dislocated workers have participated in this program.

For more information contact:

Pauline M. Rogers
Oneida, Herkimer, Madison BOCES
PO Box 70, Middle Settlement Rd.
New Hartford, NY 13413
(315) 793-8627

Learning Standards:
ELA #1, 3, 4
CDOS #1, 2, 3a, 3b

Adult
Work-Based Activities

CD ROM Development Project

Adult: Teacher Staff Development/Work-Based Activity

Description:

The CD ROM Development Project was a staff development activity that integrated technical learning with career development. Over the summer, teachers participated in a job shadowing experience and took video cameras along to capture information about the business. The teachers then worked in a computer lab to edit the videos and burn them onto a CD ROM disk, which would be used by their students as a CD ROM library for career awareness. Teachers learned about different occupations and how to develop a CD ROM.

Connections to instruction would eventually have students go to work with their parents and videotape various careers and occupations. In larger schools which have CD ROM making capability, the students would produce their own CD ROMs. In schools without CD ROM capabilities, they would produce slide presentations on a computer with digitized images from their videos.

Assessment Tools & Techniques:

- Teacher continued use of technology , moving from staff development project to a student project.
- Use of career presentations by students and faculty.

Instructional/Environmental Modifications:

Job shadowing occurred in area businesses. To complete the project a computer area with appropriate technology was needed. A computer must also be available in the classroom for presentation and evaluation of the project.

Materials:

To accomplish this activity you need a video camera, a digitized camera, and a computer with editing software and a CD ROM burner.

Reflections:

The CD ROM or digitized production reflects a best practice in the field trip concept because it forms a permanent library for career education and provides a connecting activity between work-based and school-based education.

When developed as a student project, connections to many learning standards could be made by team teaching with academic teachers helping out in various parts of the student's production.

For more information contact:

Ken Swartz
Wynantskill Union Free School District
East Avenue
Wynantskill, NY 12198
(518) 283-4600

Learning Standards:
ELA #1, 3, 4
Arts #1, 2, 3
Health, PE, FCS #2, 3
CDOS #1, 2, 3a
MST #1, 2, 5, 6, 7
SS #3, 4, 5

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Adult
Connecting Activities

Mentoring for the Next Millennium

Adult/Connecting Activity

Description:

Rochester's Mentoring Roundtable is a professional association for managers of mentoring programs. Mentoring for the Next Millennium was offered by the Roundtable as a conference. Teachers and mentor program managers planned, attended, and facilitated the event and participated in a follow-up debrief. This, and two other conferences, have been offered by the Rochester's Mentoring Roundtable in its seven year existence. These conferences facilitate the Roundtable's stated goals of:

- Providing time for networking.
- Offering professional development opportunities.
- Sharing relevant information.
- Encouraging collaborative efforts.

This year's program was attended by 63 mentoring professionals and offered the following sessions:

- Web tour of mentoring resources, under the guidance of technical expert and mentoring manager.
- Mentoring related videos.
- Lessons on connecting with youth-the successes and failures.
- Using mentoring to implement the New York State Learning Standards.
- Developing partnerships to strengthen your mentoring program.
- Fundraising that works.

Assessment Tools & Techniques:

- Verbal exit interview of participants by planning team.
- Debriefing session to review findings.

Instructional/Environmental Modifications

- Adequate space for breakout rooms to accommodate the number of programs.
- Event is held at physically accessible conference site.

Materials:

- Conference promotional materials.
- Conference booklet.
- Arranged audio-visual equipment.
- Key chain as conference gift.
- Materials for display area provided by individual organizations.

Time Required:

The conference was a one day event. A planning team of 5 Roundtable members met monthly for an hour from September- January and in March and April. Individual tasks were assigned at meetings, undertaken on outside time, and then reported back to the group at the next meeting.

Reflections:

A high point for this year's conference was the *Sandbox*. A morning presentation identified mentors as those who pass on their wisdom to the next generation. Tibetan monks have for more than 1,000 years passed down the tradition of creating mandalas to symbolize their essential teachings. Three monks from the Namgyal Monastery near Ithaca spent six weeks creating a Wheel of Time mandala, an intricate circle painting of sand, at the Memorial Art Gallery in the Spring of 1997. Participants enjoyed the opportunity to take home a bottle of colorful sand, as a reminder of this momentous event and as message of peace and beauty.

Those attending the conference were invited to join the Rochester Mentoring Roundtable. The Roundtable was started in 1990 and provides members with an opportunity to share information, resources, and contacts on a regular basis. Networking is encouraged and many profitable collaborations have resulted from the Roundtable efforts.

For more information contact:

Peggy Weston Byrd
Rochester City School District
131 West Broad St.
Rochester, NY 14614
(716) 262-8247

Learning Standards:
ELA #1, 3, 4 LOTE #2
CDOS #1, 2, 3a

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Web Index

This index references all activities included in the
New York State School-to-Work Best Practice Guide
on the Worldwide Web at
http://www.nysed.gov/workforce/stwbp.html

ELEMENTARY:

SCHOOL-BASED	
Alternative Learning Day*	Susan M. Martin, Stevens Elementary School, Burnt Hills, NY
Automotive Industry*	Kathleen Gielow, Bufflao Elementary School of Technology, Buffalo, NY
Ben Cosor School Bank* and Store*	Christine Costa, Benjamin Cosor Elementary School, Fallsburg, NY
Card Connection*	Roberta Maselow, Community School District #1, New York, NY
Comparision Shopping	Ruth Hopfinger, Attica Elementary School, Attica, NY
Feed the World K-5 (2*)	Edward J. Winchester, Thomas O'Brien Academy of Science & Technology, Albany, NY
5th Grade Career Exploration After School Program*	Ms. Jackson, Mr. Mengestu, Ms. Cortes, & Ms. Haskell, South Bronx Partnership, Bronx, NY
Ice Cream Cone Graphing	Patti Bartz, Marilyn Rechlin, & Lori Orologio, Attica Elementary School, Attica, NY
Internet Mentorship	Lynne Sheren, Orange County Community College, Middletown, NY
Junior Achievement*	Cathy Kurlan & Dorothy Pecoraro, Junior Achievement of Rochester, Rochester, NY
Kreative Kards	Janice Hodan, Country Parkway School, Williamsville, NY
Making Attica Beautiful*	Sarah Stenson, Attica Elementary School, Attica, NY
Managing Diversity: The Condor Factory*	Diana Straut & Thomas Golden, Cornell University, Cornell, NY
Math Relevance: Percent	Leah Robinson & Linda Smith, Attica Central School, Attica, NY
Menus & Math	Cheryl Allein, Tim David, Bruce Kershenski, & Loretta Orologio, Attica Elementary School, Attica, NY
Microsociety	Pat Murthy, Albany Avenue School, North Massapequa, NY
Microsociety & Multimedia*	Richie Schecter, Linda Weiss, & Carol Varsalona, Archer St. Microsociety & Multimedia School, Freeport, NY
Our Business is Books	C. Theirs, M. Xiques, & N. Reilly, Woodland School, Hicksville, NY
Take a Ride on the Career Train*	Betty Ann Kramer, Arlene Easter, Leslie Maple, Bobbi Paulik, Linda Weiss, & Carol Varsalona, Archer St. Microsociety & Multimedia School, Freeport, NY
The Academic Enrichment Program	Shelley Chertoff, Old Country Road Elementary School, Hicksville, NY
TOYS	Donna McQuillen, Grand Island, NY
WORK-BASED	
Commerce Plaza*	Mark Wenzel, Partnership for Change, Massapequa, NY
Mentoring & Precepting*	Robert Babcock, Clara Barton School #2, Rochester, NY
STW Math Activity	Sandy Eck, Attica Elementary School District, Attica, NY

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CONNECTING	
Math Relevance: Shopping*	Kathy Townsend & Linda F. Smith, Attica Central School District, Attica, NY
Project T.A.C.K.*	Carol Varsalona, Archer St. Microsociety & Multimedia School, Freeport, NY
Pub: hing & Advertising*	Grace Cole, Attica Elementary School, Attica, NY
The Freeport Maritime Project*	Marilyn Stuzin & the Archer St. Elementary School Teachers, Freeport, NY

MIDDLE SCHOOL:

SCHOOL-BASED	
A VIP Portfolio*	Jill Macdonald, Kathie Monthie, AnnMarie Virgilio, & Tom Venezio, Shaker JHS, Latham, NY
Building a Free Standing Structure	Dale Scofield, Micro-Society Corlears JHS 56, New York, NY
Business Challenge	Kathleen Vande & Lou Zona, Pittsford Middle School, Pittsford, NY
Career Investigation Entrepreneurship	Ginny Bogdan, Long Beach School District, Long Beach, NY
8th Grade Integrated Career Unit*	Jill Brooks, Ann Falvey, Kim Campbell, Ken Leahy, Dawn Lane, & Regina Bevivino, Westmoreland School District, Westmoreland, NY
Electronic Career Portfolios*	Valerie C. D'Aguanno, East Meadow Teacher Center, East Meadow, NY
Experiential STW*	Bette Stoltz, South Brooklyn Local Development Corp., Brooklyn, NY
Exploring Career Paths	Patty Heintz, SABA, & Nancy Schiedo, Clinton Middle School, Clinton, NY
Feed the World 6*-8	Edward J. Winchester,Thomas O'Brien Academy of Science & Technology, Albany, NY
Implementing Equity 1	Beth Thorpe, Dolores Terlecky, Cathy Tiscione, Christine Anastasi, & Keith Milliken, Monroe-Woodbury Middle School, Central Valley, NY
It's Raining Careers in English*	Kelly Wolf, Northville Central School, Northville, NY
Junior Achievement*	Cathy M. Kurlan & Dorothy Pecoraro, Junior Achievement of Rochester, Rochester, NY
Math Relevance: Cars Math Relevance: Interest	Catherine Thielmann, Marc Seeger, David Niedhart, & Linda F. Smith, Attica Central School District, Attica, NY
Middle School Career Program	Mary Beth Brotherton & Linda F. Smith, Attica Central School District, Attica, NY
Paper Airplane Modelmaking & Production	R. Giordano, V. Filadora, R. Shilen, D. Aguinaga, & M.J. Farley, Campus East School, Buffalo, NY
Project Business*	D. Diane Wansor, A.G. Berner Junior High School, Massapequa, NY
Spanning the Distance	Mario Salvadori & Dale Scofield,Micro-Society Corlears JHS 56, New York, NY
Steps of Success	Kelly Wolf, Northville Central School, Northville, NY
Student Self-Reflection	Kelly Wolf, Northville Central School, Northville, NY

The Stock Market*	Joe Arnitz, Anita Boags, Virginia Oertel, Sue Lochner, Michael Brown, Dave Providence & Lou Zona, Pittsford Middle School, Pittsford, NY
World of World*	Marcy Viboch & Maxine Elkins, Port Chester Middle School, Port Chester, NY
WORK-BASED	
Fire in the Belly*	Carol Harrington & Betty Shea, Roth Middle School, Henrietta, NY
Implementing Equity 2*	Beth Thorpe, DoloresTerlecky, Cathy Tiscione, Christine Anastasi, & Keith Milliken Monroe-Woodbury Middle School, Central Valley, NY
Mentoring	Frank Fanelli, Port Chester Middle School, Port Chester, NY
CONNECTING	
Career Day	Stephen Rossley & Joan Root, Schuylerville High School, Schuylerville, NY
8th Grade Career Day*	Carol Ann Lawrence, Draper Middle School, Rotterdam, NY
Mock Interview & Resume Writing	R. Giordano, V. Filadora, R. Shilen, D. Aguinaga, & M.J. Farley, Campus East School, Buffalo, NY
Service Learning *	Ivy Diton, W.T. Clarke Middle School, Westbury, NY

HIGH SCHOOL

SCHOOL-BASED	
CAD to Work	John E. Cheney, Pulaski Jr./Sr. High School, Pulaski, NY
Career Connection-Web TV	Nancy Guerdat, Penfield High School, Penfield, NY
Career Night*	John Boccio & David Peat, North Babylon Schools, North Babylon, NY
Chemistry in the Workplace*	David Gascoyne, Niskayuna High School, Niskayuna, NY
Construction-based Math*	Mark Perrin, Waterville Central School, Waterville, NY
Downsizing Project	Melissa Reiss, Fox Lane High School, Bedford,NY
Engineering Design Technologies*	Michael Jabot, Oneida High School, Oneida, NY
Floating Coke*	Sylvia Thomson, Monroe Community College, Rochester, NY, and Linda Hobart, Finger Lakes CC, Canadaigua, NY
Hematology: Blood and Bone Marrow Diagnostics*	Jacqueleine Poodiack, Mohonasen High School, Rotterdam, NY
Integrating College and Career Research with the Job Shadow Experience*	Ruthanne Vitagliano, Warsaw Central School, Warsaw, NY
Intro to Career Majors	Betty Jarvis & Susan Braiman, Mohonasen High School, Rotterdam, NY
Junior Achievement*	Cathy M. Kurlan & Dorothy R. Pecararo, Junior Achievement of Rochester, Rochester, NY
LABOR*	David E. Hubman, Romulus High School, Romulus, NY

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New Visions: Health Economics New Visions: Law	Diane Davies, Ulster County BOCES, New Paltz, NY
Oneida Portfolio Assessment Model	Grayce Dady,Colleen Capra-Perta, Gerald Matthews, & Pat Sarnacki, Oneida-Herkimer-Madison BOCES, New Hartford, NY
Personalized Review in Native Language	Adele Fishman, Nassau Technology Center, Carle Place, NY
Saturday Morning Solutions*	Dr. Pearl Solomon, St. Thomas Aquinas College, Sparkill, NY
Senior Career Day	Doug Doebler, Catskill High School, Catskill, NY
Sound Foundations	Dr. Robert Gerver & Dr. Richard Sgroi, North Shore High School, North Shore, NY
Wood Products Tech: Canoe Building	Len Scarola & Bill Wallace Ward Melville High School, East Setauket, NY Wayne Hanskenet, SUNY Morrisville, Morrisville, NY
Workforce 2000	Bob Hudson, Peekskill High School, Peekskill, NY
WORK-BASED	
A Guide to Work-based Learning	Ronald Gordon, Young Adult Wildwood Programs, Latham NY
Applied Business & Technology*	John Statstyshyn & Melinda Payne, Newfane High School, New fane, NY
Bay Shore Retail Internship*	Kathleen Goldin, Bay Shore High School, Bay Shore, NY
Career Internship	Kathy Heffron, Eastern Monroe BOCES, Fairport, NY
Career Exploration Internship	Bobbi Frisoni & Sandra Burns, Grand Island High School, Grand Island, NY
CHOOSE*	Susan Grosz & Dan Delaney, Croton-Harmon High School, Croton-on-Hudson, NY
Community & Private Sector Work Experience/Work Apprenticeship for At-risk Students*	Dr. Joyce O. Knapp, Broome-Chenango Alternative High School, Harpursville, NY
Corporate Sponsors*	Maureen Bitley & Maryellen Symer, Burnt Hills-Ballston Lake H.S., Burnt Hills, NY
English 12 Job Shadowing	Beverly Dietz, John C. Birdlebough High School, Phoenix, NY
Environmental Technology*	Dr. Nancy Robison, Nassau BOCES P.A.C.E., Brookville, NY
Finger Lakes Workforce Development System	Rebecca Gamba, Finger Lakes Tech Prep Office, Canandaiga, NY
Hospital Placement/Seminar	Dr. Lloyd Sherman, Mount Sinai School of Medicine, New York, NY
Integrating Summer Employment with STW	Linda Conklin, Schenectady County Job Training Agency, Schenectady, NY
Internship	Stephen Rossley & Joan Root, Schuylerville High School, Schuylerville, NY
Job Shadowing	Nancy Gypson, Averill Park High School, Averill Park, NY

Learning to Work	Bruce A. King, Bellport High School, Brookhaven, NY
Make a Difference*	Diane Wiley Bower, Schuyler-Chemung-Tioga BOCES, Elmira, NY
Mall-Based H.S.*	Donald Green, The Creative Training & Development Co., Middletown, NY
Modelmaking Internship*	Ed Stenzel, Erie 2 BOCES, Angola, NY
New Visions: Education	Diane Davies, Ulster County BOCES, New Paltz, NY
New Visions Career Exploration	Janet Furgal, Oneida-Herkimer-Madison BOCES
New Visions: Environmental Careers	Kathleen Kulik, Oneida-Herkimer-Madison BOCES
New Visions: Health Professions*	Sharon Bliss & Mary Beth Piejko, Oneida-Herkimer-Madison BOCES
NYSEG/Depew Partnership*	Dr. Susan Gillick, Depew Union Free School District, Depew, NY
PIES	Richard Tadalo, Mary Crane, Allison Risoli, & Dorothy Bertram, Peekskill High School, Peekskill, NY
Pine Bush Work Experience*	Mindy Brock & Richard Reisch, Pine Bush Central High School, Pine Hills, NY
Project OWL	Donna Levy, Half Hollow Hills Central School, Dix Hills, NY & Janine Seifert, Elwood School District, Greenlawn, NY
Partnership with Aquarium*	Cornelia P. Gevinski,Riverhead High School, Riverhead, NY
Shadow Day	Bobbi Frisoni & Sandra Burns, Grand Island High School, Grand Island, NY
Shadowing	Stephen Rossley & Joan Root Schuylerville High School, Schuylerville, NY
Steps to Success: Career Exploration Day	Karen Olewnick, Schoharie Vo-Tec Center & Jim Batsford, Schoharie County Chamber of Commerce, Schoharie, NY
The Food Industry Internship*	Wenonah Kemp, Cornell Cooperative Extension, Ballston Spa, NY
Walton-Lehman Pre-Teaching Academy*	Anne Rothstein, Lehman College, & Phyllis Opochinsky, Walton H.S., Bronx, NY
Youth Apprenticeship*	Sandra Watkins & Ruth Henneman,STC Partnerships of Broome-Tioga Counties, Binghamton, NY
Youth Apprenticeship	Laura Simons, PIC of Chautauqua County; Larry DiStefano, Bush Furniture; & LeeAnn Richir, Falconer Central High School, Chautauqua County, NY
CONNECTING	
Business Endorsed Diploma*	Candace Huber, Hewes Education Center, Jamestown, NY
Internet Lab	Linda Rozzi, Bethpage Central School, Bethpage, NY
Job Search Skills Manual	Jeanne Harris, Mercy College, Dobbs Ferry, NY
Job Skills Fair	Bobbi Frisoni & Sandra Burns, Grand Island H.S., Grand Island, NY
Mentor Appreciation	Karen Olewnick, Schoharie Vo-Tec Center & Jim Batsford, Schoharie County Chamber of Commerce, Schoharie, NY

Mock Interview	Betty Jarvis, Rebecca Pauley, & Duane Wood, Mohonasen H.S., Rotterdam, NY
Stanley Isaacs Neighborhood Youth Employment* Program*	Howard A. Knoll, Stanley M. Isaacs Neighborhood Center, New York, NY
Student Association* Meetings	Norma Talavera, NYS OMRDD, Workforce Development and Planning, Albany, NY
Student Generated Career Major Breakfast*	Ellen Krammer & Pat Montemarano, Farmingdale H.S., Farmingdale, NY

ADULT:

SCHOOL-BASED	
Activating Potential For Success*	Maryann Norcott, Long Beach School District, Long Beach, NY
Workers NOW, Sales Associate Training*	Pauline Rogers, Oneida-Herkimer-Madison BOCES, New Hartford, NY
WORK-BASED	
CD ROM Development Project*	Ken Swartz, Wynantskill Union Free School District, Wynantskill, NY
CONNECTING	
Mentoring for the Next Millenium*	Peggy Weston Byrd, Rochester City School District, Rochester, NY

*indicates activity summary also available in this printed document

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Best Practices

New York State School to Work

RAISING STANDARDS IN NEW YORK STATE

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